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ABSTRACT

The proceedings of an international conference on teacher training include an introductory section on background and objectives, opening speeches by Georges Tenekides and Paul Sakellaridis, reports of working groups, conclusions and recommendations, a symposium program, a list of participants, and several presentations. The following are the titles of the main papers: "Presentation of the Council of Europe Project 'Learning and Teaching of Modern Languages for Communication'" (J. L. M. Trim); "Language Learning for Communication: The Needs and Problems of Learners" (J. A. van Ek); "Language Learning for Communication: The Role, Needs and Problems of Teachers" (C. Edelhoff); "Contents and Methodology of Language Teacher Training with Specific Reference to Modern Language Learning by Pupils during Compulsory Schooling" (D. Girard); "Contents and Methodology of Language Teacher Training with Specific Reference to Modern Language Learning by Adults" (R. Scharer); "Contents and Methodology of Language Teacher Training with Specific Reference to Language Learning by Migrants and Their Families" (S. Salin); and "In-Service Workshops for Language Teacher Trainers: National Problems and International Co-operation" (J. L. M. Trim). (MSE)

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Symposium on the initial and in-service training of teachers of modern languages

(Delphi, Greece, 23-28 May 1983)

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SPECIMEN

Symposium on the initial and in-service training of teachers of modern languages

(Delphi, Greece, 23-28 May 1983)

Report

General Rapporteur: Mr J.L.M. Trim

COUNCIL FOR CULTURAL CO-OPERATION

Strasbourg
1985

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A. INTRODUCTION

1. A Council of Europe Symposium on the Training and Further Training of Modern Language Teachers was organised by the Greek Government at the European Cultural Centre, Delphi, from 23-27 May 1983.

About 70 participants attended the symposium, which was chaired by Professor Georges TENEKIDES, Chairman of the Board of Governors of the European Cultural Centre. The General Rapporteur was Mr J L M TRIM, Director of the Centre for Information on Language Teaching and Research (CILT), United Kingdom.

Professor Tenekides opened the symposium and addressed the participants. He was followed by Mr. Paul SAKELLARIDIS, Chairman of the Research and Planning Centre of the Ministry of Education in Athens. The texts of their speeches are reproduced in Sections B 1 and 2.

Dr. Herbert JOCHER, Head of the Division for Out-of-School Education, Council of Europe, welcomed participants on behalf of the Secretary General of the Council of Europe. Mr. J L M TRIM, General Rapporteur, then gave the introductory lecture, presenting the Council of Europe Project "Learning and teaching of modern languages for communication", and introducing the tasks, working methods and expected results of the symposium.

2. Background

As a result of the theoretical studies of the early seventies, and the pilot projects carried out under CDCC Project No. 4 on modern languages, by 1982 the principles and approach to language learning and teaching developed by the Council of Europe had become widely accepted as desirable and feasible by educational authorities and teachers in all member countries. This conclusion of the final report of CDCC Project No. 4 (Modern Languages: 1971-81) was confirmed by the discussion and recommendations of the Conference "Across the Threshold Towards Multilingual Europe - Vivre le multilinguisme européen", Strasbourg 23-26 February 1982.

In the light of the results achieved, the CDCC agreed to establish Project No. 12 "Learning and teaching languages for communication", with the aim of systematically bringing about the widespread dissemination and implementation of the principles and methods developed in previous Council of Europe projects in modern languages through their practical application, particularly to the following key areas:

a. the learning of modern languages at school for the purpose of communication, especially by pupils in the course of compulsory education;

b. the learning of modern languages, including that of the host country and of the mother tongue, by migrants and their families;

c. the learning of modern languages in education after school (further, higher and adult education) with special reference to multi-media approaches;

d. the preparation of teachers to undertake the tasks necessary to the achievement of the aims set out above.

Following the debate on modern languages at the 42nd session of the CDCC at Delphi, Greece 1-4 June 1982 (document CDCC (82) 36), the CDCC expressed its view that a particularly high priority should be given to a programme in key area (d), which would focus on promoting the development and introduction of methods for the initial and in-service training of teachers of modern languages such as will enable them to develop the attitudes and acquire the knowledge, skills and techniques necessary to teach languages effectively for communicative purposes. In particular, it called for a programme of intensified international co-operation among member countries in support of each other's initial and in-service teacher training courses aimed at equipping or re-equipping teachers to enable pupils to communicate with other Europeans through other languages than their own native language or the vehicular language of their own country.

More recently, Recommendation No. R (82) 18 of the Committee of Ministers to member states concerning modern languages (adopted by the Committee of Ministers on 24 September 1982 at the 350th meeting of the Ministers' Deputies) included the following measures to be implemented concerning initial and further teacher training:

> "13. To promote the development and introduction of methods for the initial and further training of teachers of modern languages such as will enable them to develop the attitudes and acquire the knowledge, skills and techniques necessary to teach languages effectively for communicative purposes, for example by:
>
> 13.1 considering the extent to which the pattern of modern language studies in higher education provides an adequate preparation for future language teachers;
>
> 13.2 providing facilities through bilateral and multilateral agreements for all future teachers to spend a substantial period of their course of study in a country where the language they will teach is spoken as a mother tongue;
>
> 13.3 contributing to an intensified programme of in-service teacher training including internationally organised, staffed and recruited in-service courses for language teachers and facilitating the participation of serving teachers in such courses;
>
> 13.3 promoting stays at regular intervals by serving teachers in the countries whose languages they teach."

At its first meeting (Strasbourg 3-5 November 1982) the Project Group No. 12 agreed that, in the field of teacher training, its limited resources would be best employed in facilitating:

- the holding of one or more symposia on teacher training policy;

- specialised conferences on aspects of teacher training;

- visits (unilateral, bilateral and multilateral) by teacher trainers to corresponding institutions in other member countries;

- a widely distributed newsletter giving teachers information on new developments, materials and techniques;

- the commissioning and publication of studies, course models and reports;

- internationally staffed and organised courses and workshops for teacher trainers.

Accordingly, the Project Group welcomed the Greek Government's offer to organise a Symposium on the Initial and In-service Training of Teachers of Modern Languages, at the European Cultural Centre, Delphi from 23-28 May 1983.

3. Aims of the symposium

The aims of the symposium were:

- at a general level: to enlist help of language teaching profession in developing communicative approaches and promoting their application to teacher training in different situations in the other three key areas of Project No 12;

- at a practical level: to provide support for national programmes of teacher training, in particular by means of a series of internationally staffed and organised "teacher trainer's workshops"; to decide on general principles and options of this series of workshops.

4. Expected results

- An overall view of initial and in-service language teacher training programmes based on communicative approaches in member countries.

- The identification of the needs of language teacher trainers and the problems with which they are faced when attempting to help teachers to establish an effective communicative competence in learners in the three key areas of Project No. 12.

- The identification of priority topics for a series of in-service workshops for language teacher trainers.

- Proposals of guidelines, criteria and models for the planning, organisation and evaluation of workshops series.

- Proposals for disseminating the results of the workshops series.

5. Participants

Delegates and observers to the symposium belonged to the following categories:

- national delegations nominated by the governments of the member states of the Council for Cultural Co-operation;

- observers from international and national non-governmental organisations;

- observers from the host country, Greece.

A full list of participants appears as Appendix B.

6. Programme

The programme was carried out as described in Appendix A. The symposium papers which follow in Section C are presented in the chronological order of their delivery (lectures) and preparation (reports of working groups).

B. SPEECHES

SPEECH
BY PROFESSOR GEORGES TENEKIDES

Chairman of the Board of Governors
of the European Cultural Centre, Delphi,
at the opening of the Symposium on the Initial and
In-service Training of Teachers of Modern Languages

DELPHI 23 MAY 1983

Ladies and gentlemen,

As Chairman of the European Cultural Centre in Delphi, I have the honour and the pleasure of welcoming you and declaring the Symposium on the Initial and In-service Training of Teachers of Modern Languages open.

My present satisfaction is increased by the pleasure of welcoming you to this shrine of universal history. As you are no doubt aware, although it is now in ruins, the neighbouring sanctuary is still a reminder of the fabulous destiny of the oracle of Delphi, whose influence extended as far as the Graeco-Bactrian kingdom in Central Asia, founded by Alexander the Great. This site also bears witness to the architecture and sculpture of the fifth and sixth centuries BC. The walls of what remains of the temples and votive monuments, especially the famous polygonal wall, bear numerous inscriptions and still seem to have a message for us, telling us, for instance, among other things, of the freeing of slaves. Such problems of human rights exist in all ages and all places.

In the museum near here, you will soon see the statue of Auriga, serene and single-minded, self-assured but not self-assertive, assessing the distance in front of him. I would readily place him among Plato's youths who would discuss important matters calmly. They could have asked "What is anything that is not eternal?", since the question of Giraudoux is timeless. However, at a more technical level, let us say that they perfected the art of dialogue. Surely this type of exchange is the gateway to communication, to "commerce" in the original sense of the word. Which brings us back, after departing slightly from the subject, to this symposium, which the Council of Europe had the excellent, I could even say astute, idea of holding at the European Cultural Centre in Delphi. Surely dialogue is the best way of penetrating the dark pall which separates people from each other, and rescuing them from isolation. By this, I mean dialogue between people speaking different languages, which could bring down the Tower of Babel and abolish misunderstandings.

The Latin writer Q Ennius, epic, tragic and satyric poet, who lived in about 200 BC, took pride in having assimilated three languages in addition to his mother tongue, and liked to say that this meant he had three hearts: Q Ennius: tria corda habere sese dicebat, quod loqui graece et osce et latine sciret. As my friend and compatriot, Professor Jean Kakridis, has pointed out, a good knowledge of a language other than the mother tongue is not simply due to technical ability. Grasping a foreign language and being able to use it perfectly is like assuming a new personality each time. It is clear that using a language other than the mother tongue influences and enriches the inner universe. Establishing new means of intellectual and emotional communication leads to greater understanding between peoples, and this must help the cause of peace.

Ladies and gentlemen, I would like to add that the people of this country are particularly sensitive to all new problems concerning language. The oldest examples of the Greek language, following the decipherment of Linear B, go back to roughly the middle of the second millenium BC. The language has been handed down and survived through the centuries and in its modern form is still spoken by more than 15 million men and women throughout the world. In fact 35 centuries separate the so-called "Mycenaean" documents from the language written and spoken in Greece today.

However, the price paid for this continuity is that the Greek language is burdened by conservatism, which doubtless upheld Hellenism under foreign occupation (the "protected nation" according to historians). For a long time this disguised the evolution of the spoken language. It was not until the latter part of the 20th century, then, that the popular (demotic) language, which was also the language of the highest literary expression, could assert itself in the face of the "purified" language (catharevoussa), an artificial language, cultivated mainly in administration, all levels of education, law and by the political leaders. It was a long time before Greece could produce a Dante. In any case, Hellas is a country where the question of language has had important social, political and psychological implications and connotations.

The evolution of the language is precisely one aspect of the need for renewal by which people of this country are fired. Those who are still living in this country refuse to follow complacently in the wake of a past that is considered prestigious. Here in Delphi, the poet Angelos Sikelianos advocated what he called "the Delphic ideal". In his work, he delved into the subconscious in an attempt to regain or recreate the impersonal memory that binds us to all past generations, and the solidarity that links us with all our contemporaries. Hence the idea of an institute on this unique site, close to the region overlooking the sanctuary and the deep valley of Pleistos, dedicated to the quest for the elements making up human society and designed to bring different peoples together in a spirit of brotherhood. Dare I suggest that the European Cultural Centre at Delphi could adopt some of these and try to put them into practice? That will depend on the combined efforts of ourselves, ladies and gentlemen, the guests today of the Council of Europe, on our pragmatism, our imagination and our creative fervour. Since I am, in talking to you here today, addressing the European organisation you represent, let us not forget that in furthest antiquity Delphi was the seat of an international organisation, the Delphic Amphictyony, a group not of states but of 12 nations - not Sparta, Athens or Corinth, but the Ionians, the Dorians, the Boeotians, the Aetolians and the Phocians, all on a completely equal footing. It is worth noting that this new structure had much to commend it, since nations have more human warmth than "states", which are "cold monsters" according to a popular phrase.

The Delphic Amphictyony was apparently motivated by two basic aims: firstly, the protection of some basic human rights, "an undertaking not to destroy any Amphictyonic town, nor to cut off the water supply in times of war or peace", and secondly intercultural contact based on attachment to the same moral and religious ideals and on regular meetings on an institutional or friendly basis.

Now let us look at more recent times. Isolated during four centuries in which it was not in charge of its own destiny, Greece wanted to re-assume its place in its natural environment: Europe. It wanted to taste the intellectual and artistic fruits - hitherto denied to it - of the Renaissance, since it was partly responsible for unleashing this tide of regeneration through the exiles of 1453 following the collapse of the Greek Empire in the Orient. It was not until the Age of Enlightenment, the late 18th century, that it felt the stirrings of the need for self-fulfilment through contact with other peoples and civilisations which could enrich its own. It is no coincidence that crews from this country are at present operating hundreds of ships in the second largest merchant navy in the world. That is why, whether they are members of an immense Diaspora covering five continents, or migrant workers in the highly industrialised countries, the Greeks feel an overriding need to communicate with their human brothers, irrespective of their origins. They will achieve this provided they know one or more languages, in their diversity and shades of meaning, in sufficient depth to break down the psychological barriers which separate people unduly.

A further word on the question of methods in "the initial and in-service training of teachers of modern languages". Would it be very disrespectful of me to reject the word "modern"? A friend and colleague of mine at the Commission of Human Rights used to say that when he was a student he played Creon in a university production of the Antigone of Sophocles performed in its original version. It is a paradox that a staunch defender of human rights should have played the part of a tyrant who scorned the natural justice immeasurably dear to the gentle but invincible Antigone, but that is not important. The point is that the rich and poetic language of the fifth century BC lived again in its full glory among the northern mists.

However, les us close this parenthesis and return to the heart of the matter. It is impossible not to endorse in full the directives of Recommendation No. R (82) 18 of the Committee of Ministers to the member states of the Council of Europe relating to modern languages:

> Considering that the rich heritage of diverse language cultures in Europe is a valuable common resource to be protected and developed, and that a major educational (1) effort is needed to convert that diversity from a barrier to communication into a source of mutual enrichment and understanding;
>
> Considering that it is only through a better knowledge of European modern languages that it will be possible to facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, mutual understanding and co-operation, and overcome prejudice and discrimination.

We are anxiously waiting for these principles to be put into practice. Of course it is necessary to start by establishing the appropriate methods and techniques. That is basically your task. Of course this is an area in which it is impossible to remain vague and approximate. A precise method is one of the basic requirements, and I am full of admiration for the preparatory work which you have undertaken and completed. It is already possible to see the prospects and wide-ranging fields of investigation opened up by the wealth of information you have collected.

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(1) At this point, I would have added: educational and cultural.

However, I would like to point out that in addition to a technique that has been admirably worked out and a very strict method, a certain amount of inspiration is also necessary. This will allow us to see beyond words and phrases and to discover a culture, a civilisation in the highest sense of the word. Everyone has the right to his own culture but also to culture, which is universal. Allow me a personal remembrance on the subject. When I was a schoolboy - centuries ago - out of mere curiosity I entered one of the lecture halls of the French Institute in Athens. The lecturer was a very distinguished archaeologist, and he was talking about François-René Chateaubriand's "Journey from Paris to Jerusalem". My entry coincided with the point where the author describes the halt at Cape Sounion:

> "... The most beautiful sunset had given way to the most beautiful night. The firmament was mirrored in the waves and seemed to be resting in the depths of the sea ...".

The image is extended in stages showing the state of the pilgrim's soul and was accompanied by reflections on the situation of the enslaved Hellenes. The date: 1803! It was at precisely that moment that I fell in love with a language not my mother tongue. To be effective, the vows we make to a foreign language, be it English, German, Italian, Spanish or Russian, must be fulfilled in a state of euphoria like a love story.

ADDRESS
BY MR PAUL SAKELLARIDIS,

Chairman of the Research and Planning Centre
of the Ministry of Education, Athens

At the opening of the Symposium on the Initial and
In-service Training of Teachers of Modern Languages
Delphi 23 May 1983

Ladies and gentlemen,

The Minister of Education has asked me to welcome you on the occasion of the opening of this symposium. I regard it as a happy coincidence that you will be meeting at this marvellous and sacred site, where history and mythology come together and where the rational sobriety of the Apollonian spirit and exuberant Dionysian exaltation were brought into harmony. I would even go so far as to say that the choice of Delphi as the venue for a symposium on modern languages is not without a certain symbolic implication: if learning a language is the surest way of gaining access to and becoming familiar with the spirit and mentality of those who speak it, which, in the long term, forges links of friendship, understanding and peace, then it is highly significant that the problems of training teachers of modern languages should be discussed in a place formerly regarded as the "omphalos", the navel of the earth, the centre on which the different tendencies converged, where they were restored to harmony.

But to turn to the subject of your symposium, which is concerned with the initial and in-service training of teachers of modern languages. Nowadays, modern languages are first and foremost instruments serving the practical needs of everyday life. Useful and precious though the study of foreign literature may be, learning languages is nowadays something broader and more ambitious: it is entering into essential communication with real people, existing societies and contemporary civilisations.

Nevertheless, such an objective presupposes a body of teachers who are capable of teaching modern languages properly. I would like to take this opportunity to tell you about our recent experience, the outcome of the Greek Government's current attempts to give new impetus to education. That experience has once again confirmed the conviction, which may seem self-evident, that whatever his special subject the academic and pedagogical level of the teacher is the cornerstone of any education system and the indispensable precondition of its eventual success.

I am sure that your work will be particularly successful and of considerable value to education and the expansion of modern language teaching. I would therefore like to welcome you to Greece and to wish you a pleasant stay here.

C. SYMPOSIUM PAPERS

Presentation of the Council of Europe project "Learning and teaching of modern languages for communication" and introduction to the tasks, working methods and expected results of the symposium

by the General Rapporteur

Mr J L M TRIM

It is a great pleasure, thanks to the generosity of the Greek Government and the co-operation of the authorities of the European Cultural Centre to be meeting here at Delphi for the first major symposium of Council of Europe Modern Languages Project No. 12, "Learning and teaching languages for communication". We are after all at the umbilical point of ancient Greek democracy and may hope to draw inspiration from that setting. It is here that the great and the mighty throughout the Mediterranean world in ancient days would come to consult the oracle. They received, of course, in many cases ambiguous answers which they almost consistently misinterpreted in the light of their own expectations, prejudices and ambitions. I hope that, as we collectively seek wisdom in this place, the spirits of the rocks, the winds, the trees and the streams will defend us from such temptations.

Let us also remember that the basic aim of all Council of Europe work in modern languages is to enlarge the freedom of the individual and to promote the freer movement of peoples and ideas in Europe in accordance with the doctrine of human rights with which Strasbourg is so closely associated. It is in a similar spirit that we have tried to promote more effective language learning: not by technocratic manipulative techniques but by increasing the independence and self-reliance of learners within the context of a socially responsible, interactive "partnership for learning", embracing learners, teachers, examiners, course writers and producers, educational administrators and advisers and, indeed, the society that sustains their common efforts and can expect to benefit from them. This master aim governs all the details of our work. We are not, however, politicians but technical experts. Our task, once we accept the framework of values, attitudes and beliefs within which our work is set, is to develop working methods that can be used effectively in the field, to develop more of the tools which the partners for learning can use in order to work together effectively, to promote the development of the learner as a communicator, as a learner and as a socially and culturally enriched personality.

At the same time we have constantly to bear in mind that the Council of Europe is in no sense an authority. It is an intergovernmental organisation which can advise but not coerce. It can co-ordinate the voluntary co-operation of institutions in member countries, but only insofar as the institutions and states concerned are willing to take part, which means that they must be convinced that it is in their own national and institutional interests as well as for the common European good to do so. Fortunately, this conviction is not so difficult to achieve in our field as it might have been in many others. It is natural for language teachers to want to build bridges across linguistic and cultural divides. The language teaching profession is international in its outlook almost by definition. It is dedicated to producing the instruments which make international co-operation and understanding possible. We have, indeed, been heartened by the way in which many of the most effective and advanced institutions and individual workers in our various member countries, who are responsible in different ways for the organisation, planning and conduct of language learning and teaching, have responded to our appeal. As we have made the results of their work available to their counterparts in other member countries, we have been delighted to see the readiness and the enthusiasm with which these ideas have been taken up, and the way in which the level of activity has, indeed, been raised all round. We have been impressed by the willingness of institutions with similar interests and problems to enter into structured working relationships, and we have seen mutual confidence grow, and the mechanisms of inter-institutional and international co-operation develop.

The role of the Council of Europe should not, of course, be seen as simply providing a neutral forum for international experts to meet. The work of the expert group has been built up around a number of unifying concepts. The first, which I have indicated above, is that languages are intended for communication, and we have attempted to examine and deepen that concept. Recommendation R (82) 18, recently adopted by the Committee of Ministers, picks out three particular aspects of communication. The first is that learners should be equipped to deal with the business of everyday life in another country and to help foreigners staying in their own country to do so. The second is that they should be able to exchange information and ideas with young people and adults who speak a different language, and to communicate their thoughts and feelings to them. Thirdly, learners should be enabled to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage. It will be seen that communication is not limited to buying stamps, rail tickets, ordering meals and otherwise coping with the details of a tourist's existence. In promoting freedom of movement we are equally, perhaps more, concerned that human contacts should be established, that these human contacts should not only bring people together on the basis of their universal humanity but should also lead to an increased understanding and awareness and tolerance of each other's cultural identity. This awareness of complementarity, the development of unity in diversity, will, we trust, help to overcome prejudice and discrimination and indeed, in the words of the Committee of Ministers, convert diversity from a barrier to communication into a source of mutual enrichment and understanding.

Language learning as a set of intellectual exercises, or for that matter as a set of practical exercises, misses the point. So, on the other hand, do cultural studies, which leave out of account the daily use of language in which the values, beliefs and attitudes of a community are forged in everyday interaction. It is through talking and working together in close and intimate interaction that understanding and an abiding sense of community are created. How can that be achieved without a shared language? Without a shared language we may co-operate at some distance, we may learn to respect other peoples but we can never truly share their experience. Our task in promoting language learning and teaching for communication is not peripheral to the problem of European convergence but somewhere close to its centre. It is for that reason that the Committee of Ministers has called upon member governments to ensure, as far as possible, that all sections of their populations have access to effective means of acquiring a knowledge of the languages of other member states, or for that matter of other communities within their own country, as well as the skills in the use of those languages that will enable them to satisfy their communicative needs.

Of course, much more is expected of the Council of Europe Project Group than simply to advocate language teaching for communication. We need to plan for effective language learning, and it is perhaps its contribution to the understanding of the planning process that the Project Group has become best known, so that many of the concepts of learner-centred, needs-based language learning systems construction have passed into the general body of concepts underlying language teaching today. The Committee of Ministers has again called upon member governments to promote, encourage and support the efforts of teachers and learners at all levels to apply in their own situation the principles of the construction of language learning systems as they are progressively developed within the Council of Europe Modern Languages Programme. That means, firstly, basing language teaching and learning on the needs, motivations, characteristics and resources of learners. Upon that basis, worthwhile and realistic objectives should be defined as explicitly as possible. Objectives are, of course, worthwhile insofar as they do in fact serve the needs and coincide with the motivations of learners. They are realistic insofar as they are achievable, given the resources that can be made available, both material and human. The characteristics of the learners, and indeed of the teachers, are certainly as important as any other resources which are available to learning. A large part of the practical work of the project has been directed towards highly explicit statements of communicative objectives. This concentration has been largely undertaken in the belief that more learning effort is wasted by following inappropriate objectives than is wasted by sheer inefficiency on the part of learners and teachers. The series of statements of language learning objectives, starting with the *Threshold Level* and extending successively to *Un niveau-seuil* for French, *Un nivel umbral* for Spanish, *Kontaktschwelle* for German, *Livello Soglia* for Italian, *Tröskelnivå* for Swedish, *Taerskelniveau* for Danish and *Drempelniveau* for Dutch are very widely known.

Once worthwhile and realistic objectives have been developed as explicitly as possible, the focus of attention passes to the way in which they are to be achieved, the methods to be used by learners and teachers under a variety of different conditions, the materials from blackboard and chalk to fully developed, multi-media systems that may be used to assist them. Indeed, as the understanding of objectives has grown, so has it become increasingly realised that no clear distinction can be made between ultimate objectives and day-to-day working in learning situations. At all times the learner's personality, his willingness to communicate and his capacity to do so are being developed or deformed, continuously, in a way which either facilitates or vitiates the attainment of communicative objectives. The fourth element in the system is that of evaluation, and suitable forms and instruments for the evaluation of learning programmes and of the achievement of individuals have to be developed.

Our aim then is to place at the disposal of all members of the partnership for learning practical tools which will enable them to plan effectively for language learning for communicative purposes and to put those plans into effective operation. The programme has passed through a number of necessary developmental stages. We started by commissioning studies under contract from individuals dealing with critical areas of systems development, and we established sub-groups and working parties to develop those areas which seemed to be of key importance. We then engaged institutions in case studies and pilot experiments, encouraged institutions to form groups working together and, as a result of this process, we have been able to issue a series of planning documents directed towards administrators, course planners, media producers, teachers and learners. We have given particular importance to the development of large-scale, multi-media, language-learning systems based on the use of public broadcasting media, though, at the other end of the scale, we have tried to give encouragement, support and guidance to learner groups as they have developed methods of autonomous learning, and we have tried to bring the process of decision-making as close to the point of learning as possible.

The results of this method of working, between 1971 and 1981, are set out in the final report of Project Group No. 4, which you have received. After receiving the report, as well as the conclusions and recommendations of the intergovernmental conference held in Strasbourg in February 1982 to consider that report, the CDCC decided to launch a further project, Project No. 12, to be known as "Learning and teaching languages for communication". This project, of course, builds upon the work of the earlier project, but has its own distinctive programme. Basic theoretical and conceptual developments must of course continue. It is not our role to engage in, or to finance, long-term research, and we certainly cannot hold up the development of our practical activities until the results of long-term research become available. But we do need to pay attention to what is being said in many quarters about the need to integrate linguistic and cultural objectives and to ensure that language learning programmes promote not only the development of the learner as a communicator but also as a learner and as a member of effectively co-operating social groups and as an individual personality enriched by the learning experiences undergone. We do not think that this involves any basic change of direction. As I have already indicated, the language of everyday life is impregnated with the attitudes, values and beliefs of the community in which the language is spoken. Culture, in this sense, is built up through innumerable acts of personal interaction but also, of course, is profoundly influenced by major contributions to the developing cultural heritage of each country. We penetrate into the spirit of each people insofar as, through the exercise of the language and in other ways, we also have access to that developing cultural heritage. However, the problem is important and deserving of a closer consideration. We also need to take into account what is becoming known of the processes of conversational interaction and the ways in which the ability to participate in them can be built up. We have concentrated upon products and, perhaps, need to think rather more of processes.

However, it is clearly the view of the CDCC that our project has now passed beyond the stage of simply being concerned with the development of basic concepts and their application in limited pilot projects. We have seen, over the last decade, the emergence of a powerful consensus on the European level and, indeed, on a world scale, of the need to rethink and recast educational provision in the light of our enhanced understanding of communication. We are now in a position collectively to introduce a major programme of educational innovation.

The process of large-scale, generalised, educational change is, of course, long, complex and difficult. It involves many interlocking decisions by the many different partners concerned with learning. Authorities, with responsibility for the working of the educational system, must create an appropriate framework of qualifications and curricular guidelines. The form and content of public examinations must be appropriate.

Suitable materials must be produced by publishers and media agencies and made available. All these partners to learning must be convinced that change is both feasible and desirable. Ultimately, however, change must be implemented at the point of learning by teachers and learners. The learners must find the goals and the tasks that are set them acceptable and manageable. If they are to be brought to the point where they can stand on their own feet, participate in decision-making and steer their own progress, they must have been brought to that point by enlightened teachers working within an enlightened framework. The initial, inexperienced, beginning student is in no position to undertake this role - and we consider that it is an important part of the educational process that this increasing self-reliance is brought about. While they are being brought to that point, the responsibility for creating favourable conditions for learning and for managing the learning process lies upon the teacher. The 100,000 or more language teachers in our member countries must therefore have positive attitudes as well as confidence in the adequacy of their professional knowledge and skill to form their pupils and students into effective communicators. To do this they must themselves, necessarily, have advanced skills in the production and the reception of language which will enable them to act spontaneously and to concentrate their attention upon the problems of pupils. In dealing with these problems they must have a knowledge of the target language and of the target culture in relation to that of the learners. In addition, they need understanding of the linguistic and educational aspects of language learning and teaching. If they are not equipped to manage learning processes in the new way, then they will be understandably resistant to any attempts to impose them from above.

One of the most rewarding experiences which I have had as Director of the Centre for Information on Language Teaching and Research in the United Kingdom has been to see the extent to which rank and file teachers, once planning tools such as explicit language learning objectives are put into their hands, have shown themselves able and willing to co-operate with each other in local groups to re-examine their objectives and methods, and themselves, from the bottom up, to start to reform the language learning and teaching system in our country. Of course, when the teachers begin they have much to learn. But it has been heartening to see the extent to which they have shown themselves willing and able to learn from each other and from experts who have given a good deal of thought to the problems of teaching for communication.

Of course, the relation, between teachers and learners on the one hand and between teachers and local and national administrators on the other, varies very widely and from one member country to another according to its established educational system. The administrative steps that are necessary to clear the way for more effective language teaching and learning and to provide the necessary infrastructures and superstructures, which will allow teachers to operate freely and effectively, will also vary from one country to another. There can be no doubt that enlightened administrative decisions of this kind are necessary to any sustained, generalised, educational innovation. But they are not enough. They depend upon the existence of a teaching force which understands them and is willing and able to implement them, if they are not to remain paper decisions remote from reality.

The consensus I have spoken of above seems to show that there is a willingness among administrators, inspectors, examiners, and publishers to provide the framework for communicative language teaching. There is also evidence of at least very widespread interest, enthusiasm, good-will among those teachers who have come into contact with these new ideas. There is, however, considerable doubt whether the general mass of career teachers in our member countries is, in fact, in a position to put these ideas into practice. The most important step, it seems, which we can take to change the practice of language teaching, is to undertake a massive common programme of initial and, particularly, in-service training. In many countries demographic and economic factors have combined to reduce the size of the teaching force, to restrict new entry and, in general, to restrict the mobility of the teaching force, to lower the rate of turnover and to increase its stability. If this is not to lead to an ossification of attitudes, aims and methods, in-service training is of particular importance. Accordingly, teacher training and, particularly, in-service teacher training has been recognised as the key area of concentration of effort in Project No. 12.

The huge population of language teachers in Europe is, of course, very far from homogeneous. We have teachers of different backgrounds and different ages, trained at different times in different methods and with different ideologies. They are responsible for different learner-groups with profound differences between them and they work under widely differing conditions. For that reason, the content of teacher training will vary from one area to another, according to the particular circumstances. Nevertheless, the problems of teacher preparation in these various fields have much in common, and a common strategy may be developed to enable teachers to apply in their work the methods developed in the Council of Europe Modern Languages Project. The basic aims of teacher preparation, whether initial or in-service, are to equip teachers with the attitudes, understanding, knowledge, skills, methods and techniques they require in order to play an effective part in facilitating language learning.

Let us look first at attitudes. As a result of their education and training and the characteristics of the societies in which they were brought up, many teachers still believe in the authoritarian role of the teacher, with the pupil or student as a passive recipient. Many believe in the superiority of high, literary, formal, written language to everyday spoken usage, imposing norms upon foreign learners which do not correspond to the usual accepted practice among ordinary, native speakers of the language. They believe that failure to learn on the part of the pupil or student is simply the result of stupidity and laziness on the part of the learner. Many believe that grammatical correctness is the most important criterion by which language performance is to be judged, rather than the effectiveness with which the learner is able to convey his desires, thoughts and feelings. Unless such teachers gain the knowledge and insight which would change these beliefs and attitudes, they are likely to be unhappy and unsuccessful in learner-oriented, communicative teaching and remain either sullenly acquiescent or hostile.

If we come to understanding, then we may say that teachers require an understanding of the functions of language in society, the processes of communication, what constitutes communicative competence and how this competence is acquired and developed. They require an understanding of learner needs, motivations, characteristics, circumstances and resources, and to understand the relative roles of teachers and learners in foreign language learning situations. They need to understand the principles of the foreign language teaching systems approach of the Modern Languages Project and related communicative approaches.

As to knowledge, they require a knowledge of the linguistic system of the language they are teaching and also of that of the mother tongue of the learners - and their own if that is different from both. They also need a knowledge of the culture of the country whose language they are teaching. As to skill, it is evident that teachers should be able to understand and speak for themselves the type of language they are expected to teach sufficiently well for them to be able to use the language flexibly in individualised, communicative teaching. They should be able to manage classroom interactions in the target language.

With regard to method, teachers should be capable of developing communicative learning objectives appropriate to their learners and of adopting a communicative methodology with a mixture of whole-class teaching, group work and individual working. They should be able to release the energies of individual members of their class without losing control. They should be able to monitor the learner's progress, analyse his errors and learning difficulties, and find appropriate remedies. They should be able to bring learners steadily to a condition, not only of increased knowledge and skill but also higher motivation, insight and understanding, improved study skills, greater self-awareness, self-confidence and self-reliance. In short, all those characteristics we summate under the title of autonomy.

If teachers are to be able to use these methods with success, they need a mastery of many techniques: the classical techniques for the presentation, reinforcement, transfer and exploitation of new language and, in particular, techniques for creating situations within the classroom which enable learners to use the language resources they require for authentic communication, both productive and receptive, in both the spoken and written modes. They need to know the potentialities and limitations of audio-visual media, to be able to evaluate, adapt and devise materials in the classroom for self-study outside it, and they finally need a command of the techniques of assessment and to understand their own place and the place of the learners in the process of assessment.

I have rather expected to hear a shuffling of chairs at this point and to witness the departure of various governmental delegates, who have decided that, if our methods will not work unless all teachers are equipped in this utopian way, they might as well go home or at least go to visit the sights and delights of Delphi. Of course, we cannot, in a crash programme, suddenly turn all our geese into swans. We cannot, from the cross-section of ordinary humanity that constitutes the teaching profession now and presumably always will do, produce paragons of virtue equipped with all the attitudes, understanding, knowledge, skills, methods and techniques which I have enumerated. Clearly, practical considerations demand that we set targets for the teaching profession that are within the grasp of the majority of members of that profession. This is perhaps less daunting than it sounds. Experienced teachers will already have many of the characteristics that we should like to see them have. This again leads us to realise how various the needs of teachers in our countries are.

We certainly don't want to find ourselves in the position of teaching grandmothers how to suck eggs - to use a particularly opaque British expression. It is a waste of teachers' time if they find they are being presented, perhaps even in a simplified form, with ideas and practices which they have mastered long ago. For that reason, it is not enough simply to list desiderata. We need to be able to establish a hierarchy of what is of central importance and what is merely desirable and we need to analyse our various teacher populations in order to establish what it is they already possess and what it is they need to acquire.

The great diversity of the problems that we have been speaking about indicates quite clearly that they must be tackled at a national and, perhaps, even at a local level. Indeed, we would, in principle, say that as with language learning more generally, the closer to the point of learning the decisions can be made, the better from the point of view of the relevance of those provisions to the needs and characteristics of the teachers concerned. There could be no question of the Council of Europe attempting to conduct or to mastermind some vast programme covering the whole of this enormous and heterogeneous population of language teachers in Europe. In any case, the Council of Europe, as an intergovernmental body, has never intervened in the internal organisation of the educational systems of its member countries. What it can do is to provide a framework which will facilitate co-operation between government and non-governmental institutions in the different member countries, while allowing them to retain full autonomy and freedom of action. The plans of Project No. 12 are conceived in this spirit.

This symposium, in particular, aims to enlist the help of the language teaching profession in developing communicative approaches and promoting their application to teacher training in different situations in the key areas of Project No. 12, which you will remember are as follows:

> firstly, the learning of modern languages at school for the purposes of communication, especially by pupils in the course of compulsory education;
>
> secondly, the learning of modern languages, including that of the host country and of the mother tongue by migrants and their families;

and

> thirdly, the learning of modern languages in education after school, that is in further, higher and adult education, with special reference to multi-media approaches.

That is at a general level. At a practical level we want the symposium to examine ways of providing practical support for national programmes of teacher training and, in particular, for workshops for teacher trainers, of which you will have read in the preparatory literature. It is a matter of urgent practical concern to decide on the general principles and options for this series of workshops. We hope that out of this symposium will come an overall view of initial and in-service teacher training courses based on communicative approaches in member countries and the identification of the needs and problems with which language teacher trainers and language teachers are faced when they attempt to establish effective communicative competence in learners in the three key areas.

You will see that the first two days of discussions are devoted to these problems. Tomorrow morning, after a plenary session in which Dr. van Ek will introduce the topic of "Language learning for communication: the needs and problems of learners", followed by Mr Christoph Edelhoff, who will speak on "The role, needs and problems of teachers in promoting language learning for communication", we shall divide up into working groups which we ask to report on national needs and problems and to discuss the problems for learners and teachers raised by the communicative approach. On Wednesday morning, we have asked Mr Girard, Mr Schärer and Mr Salin to introduce the theme of the content and methodology of language teacher training in each of the three key areas, respectively. By the end of these two days, we are hopeful that the reports of working parties will have produced a community of view, clearly formulated, about the requirements upon learners and teachers of the communicative approach and its implications for the content and methodology of language teacher training in the three key areas.

The rest of the symposium will then be devoted to an examination, we hope in increasing detail, of the scope of international co-operation in dealing with a variety of national problems and, in particular, with the elaboration of guidelines for the proposed teacher trainer workshop series. We hope that this will arise naturally from the preceding discussions and that those discussions will bear in mind the need to identify priority topics for the workshops, to propose guidelines, criteria and models for their planning, organisation and evaluation, together with proposals for disseminating the results which they achieve.

In their introductory papers members of the Project Group with particular responsibility for the areas concerned have set out the questions which they would like working groups to consider in detail, and I trust that the chairmen of the working groups will address themselves particularly to these questions and that the rapporteurs will find happy formulations for the conclusions reached by the working parties. We shall allow sufficient time on the programme for rapporteurs to do their work and then to meet to harmonise the reports, as among the different working parties, in order to be able to present to the symposium a considered common view, which can then be transmitted to the Project Group and to the CDCC. We shall, in the usual way, be devoting the final morning to the consideration and adoption of the final conclusions and recommendations. A very busy week is undoubtedly ahead for all participants and, particularly, for those who have agreed to undertake the duties of chairman and rapporteur for the working groups.

Those working groups have been set up in order to provide a balance of nationalities and experience whilst recognising a special interest in one or another of the key areas defined by the CDCC for Project No. 12. We trust that the division which has been made will be acceptable to participants but, if particular participants feel themselves to have been seriously misplaced, we would ask them to contact the Secretariat and ask them to discuss the matter with them.

Although our symposium is brief and requires, for that reason, hard and concentrated work, we trust that participants will also find the opportunity to relax in these delightful settings, to enjoy the presentations which will be made of audio-visual and, particularly, video programmes and the social evening and visit to the archaeological sites organised generously by our hosts. What success the Council of Europe Modern Languages Project has enjoyed has been due entirely to the enthusiastic way in which colleagues from different backgrounds, different countries, different educational areas, have met together and found that they have shared problems and can contribute to each other's success. I believe we have in this symposium the opportunity to make a really important contribution to the development of a dynamic campaign to stimulate and enrich language teaching in all our countries. I look forward with keen expectation and some excitement to our week's work.

Plenary session - Tuesday 24 May

a. Language learning for communication: the needs and problems of learners

by

Professor J A van EK

When considering to undertake a journey to Delphi few of us will have remained indifferent to the prospect of spending a week in this beautiful and fascinating country. Yet, the main reason, I take it, why we have come here is our common feeling that something should be done urgently about the training - initial and in-service training - of modern language teachers and that whatever is to be done about it might benefit considerably by a joint international effort.

Why this concern, why this sense of urgency in spite of an economic situation that induces all our countries to reduce rather than increase expenditure on new tasks?

And why is the concern about teacher training so much stronger now than it ever seems to have been in the past?

It cannot be just because teaching methods are changing. There have been changing fashions throughout history and particularly in the last hundred years or so. Language teachers have been called upon to put their faith in the grammar-translation method, the oral approach, the direct method, the audio-lingual method, the audio-visual method, the functional-notional approach, and many other less widely used methods and approaches in between. Each time the profession has bravely accepted the challenge and, on the whole, managed reasonably well with hardly more than some occasional training-courses. Never before has intensive teacher training of a consistency and scope such as that which is the intended outcome of this symposium been considered necessary. In fact, the measures we are contemplating are unprecedently drastic ones. Why, then, are the demands on the teacher now felt to be so greatly different from what they used to be that such measures seem to be required?

There are, I think, two main causes for this. They are both of them changes that have occurred in the last 30 years or so. The first is a change in views on the nature of education. The second a change in views on the aims of foreign language-teaching.

Up to the 50's education, and particularly secondary education, was very much a matter of the intellectual and cultural enrichment of a privileged class. Less privileged classes were, at best, enabled to acquire some skills and knowledge that would fit them for a job. In my own country the general education available to them was significantly called 'further primary education' and next to that lower occupational training was provided. It was secondary education proper where the cultural, intellectual and moral values of the upper classes were passed on to new generations in order to prepare them for taking over the roles of their parents in years to come. Born of lower-middle class parents I myself was one of the exceptions who tried to cross the social border and enlisted as a pupil in a secondary school, not one for the real elite but one for upper middle class pupils. The demands for social and cultural adjustment were far greater than I could meet, no help was available, and my educational career began with a miserable failure.

The present view on the nature of education is, indeed, fundamentally different. We have gradually come to accept the concept of mass-education with emphasis on the optional fulfilment of each individual's potential and with a strongly emancipatory character. We have also accepted the fact that our modern society is subject to a process of continuous change and that, consequently, we cannot simply confine our education to preparing our pupils for life in a society which is a copy of our present one. The emancipatory role of education is essential to the survival of democratic political systems.

These systems presuppose the ability and willingness of each member of a community to undertake individual responsibility for the functioning of this community. This implies the recognition of the uniqueness of each individual and the provision of facilities for each individual to optimally fulfil their own potential.

If we are agreed on this, then our common educational aim is 'to give our pupils the fullest possible scope for fulfilling their potential as unique individuals in a society which is, ultimately, of their own making'. This means that our pupils should develop the ability to move, with a certain degree of freedom, in society, to find or create their own place in it, and in order to do this they must have insight into the way it works, into its background, into its highly complex structure. They must also have insight into the interaction that constantly takes place among members of a society, which means self-awareness, awareness of others, and attitudes required for interacting fruitfully. To come a little nearer to the school now: all this means that our pupils have to learn quite a lot, that they must be made to want to learn (otherwise little learning will take place) and that they have to develop attitudes that will enable them to maximally utilise what they learn. The overall needs of the pupils, then, can be analysed in terms of knowledge, skills, motivation, attitudes. Ultimately, this analysis should determine every bit of what we do with the learners, every element of our activity as educators.

A basic requirement, as I indicated, is that pupils should want to learn. What is needed for this? Well, I think at least the following conditions should be fulfilled:

- what the pupils are asked to learn should make sense to them; they should be able to see this as matching their interests, fulfilling their needs;

- the pupils should feel they can learn what they are asked to learn; in other words they must be given confidence in their learning-potential;

- the pupils should feel that the way in which they are asked to learn is, for them, the right way;

- the pupils should experience pleasure in learning, otherwise motivation will decrease; in other words: there should be a lot of fun in learning!

All this leads to the following two conclusions:

1. Educational activities should be learner-centred.

2. They should be aimed at the willing acquisition of knowledge, skills and attitudes by the learner.

The acquisition of the desired attitudes - it should be clear from the previous discussion - should be part and parcel of all we do with our pupils, of all we ask them to do; it is even a precondition for successful learning to take place at all.

We can specify these attitudes as follows:

- attitude towards interaction with others;

- attitude towards learning;

- attitude towards specific learning subjects.

Language learning - foreign language learning - has an essential role to play in the acquisition of the desired attitudes. After all, most natural language use is interaction. Linguistic ability is simply a basic requirement for interaction with others and the practice of this ability is interaction. The practice of linguistic ability is more than producing and interpreting words and structures, it is communicating in one's own capacity as a unique social being. Moreover, foreign language learning, as a means of gaining access to a foreign culture, is one of the most powerful educational devices for overcoming national prejudices and for acquiring a wider perspective on one's own culture.

And this takes us to the second major change in the last thirty years or so which requires a thorough reconsideration of the nature and content of teacher-training: the change in the aims of language learning as a consequence of changed learner needs.

Before the second world war and, indeed for a long time after it, the emphasis in language learning lay on the manipulation of language forms. It is true that - whether stated explicitly or implicitly - the aim was often the ability to use the language in communicative situations, but the fact remains that by far the greater part of the time devoted to language learning - if not all of it - was spent on practice in the manipulation of language forms. In the higher levels of secondary education this was regarded as an intellectual exercise of great intrinsic value. It is significant in this connection that when in the late fifties and early sixties I was a teacher in the most prestigious stream of secondary education in my country, the only requirement for the final examination was the translation of a difficult prose text from the foreign language into the mother tongue. How much this had to do with the ability to manipulate language forms I cannot demonstrate better than by referring to another personal experience. When, after a depressing succession of ups and downs in secondary education, I myself had finally reached the stage where I had to take this same examination , one of the tasks I was given was to translate a linguistically extremely complicated passage from Plutarch from ancient Greek into modern Dutch. It was a baffling experience for me to realise that I knew every single word of the passage and that I recognised all the grammatical features but that I could not possibly make sense of the text: I had no idea what Plutarch was talking about. In despair I produced the most literal translation I could, replacing the Greek words by Dutch words and converting all the endings into the corresponding Dutch structures. To my utter amazement and relief the reward was about the highest score obtainable: nine points out of ten.

It is only fair to say that the same technique would have worked less well for modern languages, but yet, here too, it was the receptive command of vocabulary and structure that was really crucial. It is also true that in less prestigious streams of secondary education some ability to write, understand and speak the foreign language was explicitly aimed at and even required in final examinations, but here, too, a pupil was more easily forgiven for lack of communicative ability than for faulty grammar, vocabulary and pronunciation. And if knowledge of literature was part of the examination the ability to recite a memorised abstract of the plot of Hamlet was considerably more generously rewarded than the ability to spontaneously give one's views on the play, particularly if one could not reproduce the names of all the main characters.

To what extent these requirements corresponded to the assumed needs of the pupil in those days, I will leave out of the discussion. What is relevant is that the ability to manipulate language forms seems to have been the main aim of language learning, whereas now it is something else. Mass-media, the general availability of motorised transport, the economic prosperity - in spite of everything most of us are a lot better off than a few decades ago -, and, last but not least, the internationalisation of society, the mobility of labour, etc, have made exposure to foreign languages, often in the form of direct, face-to-face contacts, commonplace rather than exceptional. And this has at last brought the aims of language learning back to what is intuitively felt to be the point of language learning by naive beginners, ie the ability to communicate.

The ability to communicate is something very different from the ability to manipulate language forms. It cannot even be described entirely in terms of linguistic ability. Communicative ability can be analysed in terms of linguistic ability and social skill. The first component, linguistic ability, can be described in terms of linguistic competence and communicative competence. Linguistic competence concerns the ability to handle language forms, to produce well-built strings of words and to interpret such strings. Communicative competence concerns the ability to use the appropriate utterance in the right setting and in accordance with one's role in a verbal communication situation. Linguistic ability is specified in such descriptions of objectives as The ThresholdLevel and Un Niveau Seuil. The acquisition of this ability is essential to verbal communication. However, it does not constitute more than a tool for communication. By itself it does not constitute what we call communicative ability. Communicative ability also requires the second component I mentioned, namely that of social skill. Unless one knows how to establish contact with other people, how to engage their attention and to arouse and maintain their interest, in other words how to establish and maintain meaningful social relationships, linguistic ability in itself is of little use. And this, of course, brings us back to the more general educational needs we discussed earlier, such as the acquisition of the desired attitude towards interaction with others.

To the best of my knowledge the wider aim of communicative language learning was first made explicit in curricula proposals for schools in the Hessische Rahmenrichtlinien the by now famous guidelines for curriculum development for modern languages produced in the German Federal State of Hesse. Here it says that the learners should have the ability and the will to communicate. When this statement first appeared, followed by lists of topics, functions, vocabulary and structure, partly borrowed from The Threshold Level, it seemed to some of us as if the will to communicate had been mentioned in order to pay lip-service to current political educational ideology rather than as something to be taken seriously in the actual business of language teaching. And, indeed, this is how it was often interpreted by designers of course materials eager to join the band wagon, who simply redesigned their materials by replacing the practice of structure and vocabulary by that of functions and notions and happily reaped the profits. However, it was through the work of such language pedagogues as Hans Eberhard Piepho of the University of Giessen and Christoph Edelhoff of the Reinhardswaldschule in Hesse that the promotion not only of the ability to communicate but also of the will to communicate became a practical and viable proposition. Several of the issues involved in this view of language learning have been the implicit or explicit objects of attention of the Council of Europe Project Group over a number of years. Richterich's work on the identification of learners' needs, Louis Porcher's penetrating study on the needs of pupils in school education, Oskarsson's work on self-assessment and Holec's studies on the promotion of learner autonomy, they all bear witness to the importance attached to these issues and they all contribute to the realisation of the ideals underlying them.

Trim formulates the basic philosophy as follows:

> 'In an educational context we are not simply concerned with training certain kinds of skilled behaviour, but also (...) with the steady and purposive development of the learner as a communicator and as a learner, as well as with his personal and social development.'

It is widely recognised that the so-called 'communicative approach' enables us to go very far in this respect. It is possible to define communicative objectives - long term and (very) short term objectives - in terms that are fully understandable to even the most naive pupils and thus to make them negotiable with the pupils. It enables the pupils to play a genuine role in determining the content of a lesson and the nature of the materials to be used in it. It enables them to monitor their own progress, not only on the basis of the teacher's approval or disapproval, but because they themselves realise how far they've got, what they can do and what they cannot do yet. In a communicative approach communication and negotiation are integrated into the educational activity and thus the pupils will learn endlessly more than 'how to use a foreign language'. Given skilled guidance by the teacher, they will genuinely develop themselves as individuals and as social beings. They will also gain insight into what learning is, into how to learn. In other words, they will develop the study skills that are so essential throughout life. They will also acquire self-confidence. Every normal person can acquire a certain degree of communicative ability in a foreign language, however much individual achievements may differ in quality and level. This means that every normal pupil can experience the joy of successful learning.

Ladies and gentlemen, I have tried to describe to you the background against which this symposium is held, the changed scene of education and the role of foreign language learning in it, a role much more comprehensive than some decades ago, a role, too, which makes very different demands on the language teacher. The nature of these demands will be the subject of the next presentation, by Christoph Edelhoff. Meanwhile it is suggested that in your group discussions you try and establish a common basis for your further work in this week by formulating your views on certain issues I have raised. For your guidance I have drawn up eight statements summarising the main points in my presentation. I would suggest that at this stage your discussions might aim at the acceptance, rejection or modification of these points. I trust that, even in spite of your educational backgrounds, you all have achieved sufficient autonomy not to feel unduly restrained by them.

Summary and proposals for discussion

The eight statements referred to in the last paragraph

1. A joint international effort is required to enable foreign language teachers to meet the demands of a changed educational scene and of the changed role of foreign language learning as part of it.

2. From the intellectual and cultural enrichment of a privileged class, the function of education has shifted to that of mass education with emphasis on the optimal fulfilment of each individual's potential and with a strongly emancipatory character.

3. Our common educational aim may now be broadly described as "giving our pupils the fullest possible scope for fulfilling their potential as unique individuals in a society which is, ultimately, of their own making".

4. In order to maintain motivation for learning at least four conditions should be met:

1. The pupils should be aware that what they are asked to learn is relevant to their interests and needs.

2. They should have confidence in their ability to learn what they are asked to learn.

3. They should have confidence in the learning method.

4. They should experience pleasure in learning.

5. The acquisition of positive attitudes towards

1. interaction with others,

2. learning,

3. specific learning subjects,

is a precondition for successful learning.

6. The emphasis in foreign language learning has shifted from the manipulation of language forms to the acquisition of the ability to communicate.

7. Communicative ability comprises the components of linguistic ability and social skill.

8. Language learning is an element of education. It should, therefore, contribute to the fullest possible extent to the achievement of more comprehensive educational aims. This means particularly that it should contribute to:

1. the learners' social skill, especially the ability to interact fruitfully with others,

2. the learners' insight into their own culture in the perspective of other cultures,

3. the learners' self-awareness, particularly their insight into their own potential,

4. the learners' study skills,

5. the learners' development as responsible members of a democratic society.

Plenary session - Tuesday 24 May

b. Language learning for communication: the role, needs and problems of language teachers

by

Mr C EDELHOFF

1. The Teaching of Foreign Languages and the Teacher:

An anti-example

Here is a passage from an English textbook in a European country:

> "Good morning, everybody. Listen to me, please. I am your teacher. You are my pupils. I teach you every day. Yes, this is what I do. I teach you English. Every day you learn English from me. You come here, you sit down at your desks, you listen to me, and you speak English to me. You all learn English. You all like the English language. This pupil learns English, that pupil learns English, those pupils learn English, everybody learns English. And everybody likes English. English is a beautiful language."

Please Notice:		
I you we they	speak learn teach	English
he she	speaks learns teaches	Portuguese

This is accompanied by a picture of a teacher who is standing in front of his class, one hand holding a book to read from, his other hand in the pocket. He is wearing spectacles, a tie and a suit.

Language teaching at its best, it seems. The task of the learner is one of listening, learning English from the teacher, sitting at desks, repeating, memorising language bits of a "this-that-those-grammar" and the present simple tense for habitual actions. Miraculously enough the realisation of the ending -s for the third person singular not only leads to liking the foreign language but even to aesthetic appreciation.

The teacher is there to instruct, to quote grammar and make the students listen and speak. He is the teacher of the students, they are his property. He is creating them in his own image.

This caricature mirrors elements of language teaching practice, teacher training and teacher roles which, in the learned literature on FLT and Teacher Training, do not receive much attention. But they exist and have to be dealt with if teaching for communication is taken seriously.

2. The role of the teacher and the communicative approach

Indeed, a lot of teacher training all over the world still seems to reflect the learning and teaching philosophies which developed alongside authoritarian and hierarchy-oriented social systems of a pre-democratic age. There is a strong belief that the teacher is the centre of all teaching and learning activities in the classroom. He appears to know everything and the students are seen as empty vessels to be filled with what is presented. In foreign language teaching it is the teacher who knows - the students do not, how could they? Thus the teacher is often seen as the bearer and the ambassador of the other language and culture.

Yet, as is well known, learners of foreign languages draw heavily on what they have already learnt, and indeed, all second language learning relies on experiences and knowledge of the world and on the way learners have acquired their mother tongue and the knowledge and mastery of communication skills in it.

Let me say a little more about this.

In the olden days, and to be sure in a good number of cases they still continue, teaching seems to have been a question of input-output. As in the tale of the Nuremberg funnel language teachers were used to regard language rather as form than function. The systems of the language gave us the opportunity to package it for educational purposes. Thus we defined a minimum lexis, a basic list of structures, the necessary syntax and morphology, a set of rules, a number of everyday situations, a minimum requirement in phonology and pronunciation, a set of spelling rules and a good number of model dialogues transporting the language items. In more recent times "modernists" have exchanged labels disguising the old structures under the denomination of "functions". (On Monday it is agreeing, on Tuesday giving reason, on Thursday asking questions and next week we are going to repeat "stating whether one remembers or has forgotten something or someone").

All this, through the funnel, had to be swallowed by the learner, digested and eventually given out. If the input did not come out properly, fully, correctly, in order, but mispronounced, wrongly spelt or mistakenly construed and used the learners would lose marks, get fewer points or get a five (or whatever) at the end of the year.

Language learning, however, is a great deal more than just coping with the form. It has to do with comprehension and understanding on the one side, and uttering and transmitting on the other.

Comprehending (dealing with language reception) is a highly dynamic and complex activity. It is making sense from what one does not understand. It is surviving in the vast sea of unknown words and elements. It always starts from what one already knows, with which one is familiar. It begins with global understanding, becomes selective and, in some cases, will be detailed, too. In any case, it is fundamentally based on one's knowledge, feelings and the hypotheses made from them.

It takes courage to survive. One has to venture out and take risks. Otherwise one will never understand a foreign language. No question of an input-output one-to-one relationship. The most of what we hear or read in a foreign language will not be part of our productive competence.

Indeed, using the foreign language for speaking and writing purposes (production) works quite differently. Again it takes courage and a readiness to take risks. But while comprehension and understanding deals with the uncounted. unfiltered, unprepared situations and texts which one may come across in life uttering and transmitting has to make do with the little one is able to learn and remember in the foreign language. Indeed, to all our knowledge, it is a small fraction of the foreign language which we as non-native speakers will be able to use. It is rather the strategical skill and the motivation to say or write things in a fairly limited way, and do this as flexibly as possible. It is the art to do things with words, however few they may be.

This then points to quite a different attitude to language, and the input-output philosophy will not do. Teaching for communication, ie teaching to understand and use language in a meaningful way for one's purposes, will have to encourage learners to understand and use language however restricted this will remain. Language as form only serves this function.

When we teach learning languages for communication we will first have to consider who the learner is. When he comes to the language classroom he brings along a great deal of interests, knowledge, experiences, talents, aptitudes, needs, socio-cultural background and learning potential. He is not the empty vessel as in the Nuremberg funnel input-output caricature. In the language class, as in other subjects, he is made aware of what lies beyond him both with regard to the foreign language and the concept behind the words. Language and concepts may be familiar and recognisable or even identical, in most cases, however, they will be unfamiliar and strange. Comprehending, ie understanding concepts in language, requires the skill and process of interpreting, ie of making sense. Indeed it is a process of bringing together what one already knows and associates with what one is offered or goes to look for. This is why teaching for understanding always deals with the learner and his culture and with the target language and culture making it an intercultural activity.

The same is true of expressing (uttering, transmitting) since it is part and parcel of the overall activity of negotiation. While interpreting (comprehending, understanding) is based on target language text and situation from outside the learner he produces what has been called learner text and situational language.

The input-output model of language learning is far below this since it falls down educationally and culturally.

Language learning for communication needs a teacher who is aware of this and who is capable of linking the target language classroom activities with the lives and learning potentials of his students.

3. Attitudes

The basic teaching qualification is one best described as a particular attitude which the teacher has with regard to his role in the school and in the classroom. Language teaching for communication requires a teacher who regards himself as a facilitator, an adviser and a counsellor rather than as an instructor and an assessor.

This attitude is a basic educational qualification and will best be achieved if the teacher is aware of the fact that he as a non-native speaker of the foreign language is in principle in the same position as the learner, and that differences between himself and the learner are relative.

It is in the nature of the communicative approach to foreign language teaching and learning that the teachers should be effective and pedagogically-minded communicators themselves. Therefore the foreign language teacher should be able to use the target language in a communicative way, ie in such a way that he is able to initiate communicative situations in the classroom, assist the learners in finding their own learning goals and methods and to encourage understanding and the use of the foreign language - even though comprehension is difficult and uttering/using the language a problem.

It would not suffice, however, is teacher training were only to produce more or less perfect speakers of the target language. Its task is rather to create an attitude where teachers are ready to accept that communication is free interaction between people of all abilities, races and socio-cultural backgrounds and that foreign language communication, especially, is there for international understanding, human rights, democratic development and individual enrichment. The very nature of free communication demands an attitude of respect for the learner and his needs, and a readiness to regard teaching as enabling learners to develop their talents in a self-directed way both as members of groups and individuals (1).

4. Knowledge and skills

Attitudes alone do not do the teaching. A lot of knowledge and skills are required.

The first insights the teachers should acquire are those into the nature of learning, more specifically the nature of language learning, the learners themselves and their environment and conditioning, both their mother tongue and the target language and the socio-cultural connotations.

One could make long lists, and indeed, they have been made, of areas of basic knowledge in the fields of applied linguistics, educational psychology, sociology, pedagogy, culture and literature and the science of communication.

Yet knowing about things does not necessarily produce teaching competence. Indeed, it is the curricular and methodological skills that the classroom performance and educational strategies of the teacher depend upon.

The curricular skills comprise the ability to assess syllabuses and language courses educationally, culturally and linguistically and to make decisions on the nature and the use of texts, to process texts in different media for teaching purposes and to evaluate orientation frames or guidelines for their didactic potential as well as to devise and employ differentiated and branching exercises leading the student to carry out communicative tasks in the foreign language.

Teaching and classroom skills embrace the readiness and ability to try out and apply a variety of classroom tactics, grouping practices, methods and different uses of media in order to make the teaching/learning process successful both for the individual student and the learning group.

Indeed, the teaching skills are part and parcel of the overall communication skills which enable the teacher to "share meanings, experiences and affects" (Breen/Candlin) instead of being limited to the knowledge and handling of the formal system of the other language alone.

It would be wrong, however, if one were to demand all these qualifications of teachers in a dogmatic or idealistic way. All of these areas of competence are part of a life-long learning process of professional adult learners linking their initial learning with everyday experience and experimentation. Materials and methodology have never been considered to be a closed and perfect system of the management of teaching but have always been part of the experimentation itself. The skill of skills, then, to be achieved by way of trial and error and constant participation in experimentation is that of handling innovation, not a set of recipe rules (2).

5. Teacher needs

A lot has been said, also in this paper, about objectives and purposes of teacher training. But what about the teachers and their personally felt needs? If needs orientation is the key issue for serving language learners well, surely the same principle will have to be applied to their teachers' learning processes.

far too big and students and teachers are suffering from this. Many teachers seem to feel that language teaching does not receive the amount of attention it ought to receive in the curriculum. Many complain about the lack of materials and media. The constraints of the educational or school system often give rise to bad feelings. Lack of motivation on the part of the learners and slow learner phenomena are often mentioned, too. Some teachers are aware that they are not too well prepared but cannot do anything about it. A good number of language teachers find themselves badly informed about current trends; and some of them are clearly hostile to the constantly changing trends and theories, as they would maintain. "This is the way we have done it for a long time and we do not see any reason why we should change."

6. Teacher training

Many countries traditionally train teachers in their universities. In Germany, for example, after the second world war university training was extended to include also the teachers in lower and vocational schools. Likewise the following phase of post-graduate, pre-service training at seminars of education where trainee teachers are made familiar with school practice and the theory of school was made compulsory for all teachers.

Yet, very often, teachers in schools find themselves ill equipped however thorough their university and post-graduate training may have been. This is because many of the academic courses tend to be too much detached from school life. Often younger teachers joining a school for their first responsible job suffer the "shock of practice". (3)

Moreover, academic studies are often confined to literature and theoretical linguistics with perhaps a few courses in language and area studies. "Applied" linguistics was a reluctant answer to the questions of how the universities might contribute to the pre-familiarisation of future teachers with the foundations and processes of second language acquisition and foreign language instruction. Most university departments seem hesitant about accepting the didactics and methodology of language instruction as an integral part of the disciplines.

This and the need for life-long learning of teachers go to emphasise that in-service teacher education and training (INSET) is essential.

7. In-service teacher education and training

In my definition of INSET I should like to stress the fact that while pre-service training is dealing with the preparation of teachers-to-be, INSET includes all kinds of job-oriented learning activities for teachers in service. It is part of the teacher's work and may be organised individually, privately or collectively making use of a variety of ways and means, eg individual study, books, media, correspondence materials, informal and formal groups and courses at local, regional, central or national levels. It seems to be most effective when it is geared to the needs of teachers and actual classroom activities. (4)

This requires the teacher trainers to elicit an awareness of and confrontation with the teachers' own fears, preconceptions and teacher role definitions, their perceived situational constraints, their own social and communicative behaviour in groups, and an awareness and consideration of alternatives and choices. This is why teachers have to be involved in the search for and proposal of solutions to their perceived problems and constraints in their teaching situation. Teachers will hardly be prepared or able to administer autonomous learning processes in their students if their own learning is not geared to the same principle (5).

INSET must enable the teacher to encourage the learner to become actively involved, to stop being frightened of making mistakes, to take initiative, to progress towards self-management and independence and to develop social involvement and co-operation in the classroom.

Very often this will necessarily lead to the reassessment of traditional views of the role of grammar, pronunciation and spelling rules, the exclusive use of literary texts and classical testing techniques. Using the target language on in-service training courses has proved to be an important vehicle for bringing this about. Role play and simulation as well as other language activities have shown to be very effective, too.

The biggest impact, however, can only be achieved by in-service training measures that engage teachers in learning and developing activities permanently or at least over a longer period of time (6) (7).

REFERENCES

This paper uses some of my reports and unpublished manuscripts on the subject for the CCC of the Council of Europe and for the Georgetown University Round Table Symposium 1983.

1. Edelhoff, Christoph. 1982. Initial and further training of teachers. Strasbourg: Council of Europe (Conference "Across the Threshold towards Multilingual Europe". February 23-26, 1982).

2. Edelhoff, Christoph. 1981. Teacher training in the framework of the Modern Languages Project. Strasbourg: Council of Europe (Modern Languages 1971-1981, Report presented by CDCC Project Group 4, pp 75-79).

3. ibidem.

4. Cf 1.

5. Institute for English Language Education. University of Lancaster (ed.). 1981. Second international workshop on communicative curricula in modern languages. January 3-6, 1981. Cf. 2.

6. Cf 2, p. 78.

7. For further reference see also: Working group on English in comprehensive schools in the German Federal Republic: The Communicative Teaching of English, Principles and an Exercise Typology, ed. and translated by Christopher N. Candlin, Harlow (Longman) 1981.

Summary and proposals for discussion

1. Language learning for communication needs a teacher who is capable of linking the foreign language classroom activities with the lives and learning potentials of the students.

2. His role should be one of facilitator, adviser and counsellor. He should regard himself as a learner and be an effective and pedagogically-minded communicator.

3. He should be in a position to use the target language effectively both for his own private and professional purposes.

4. Language teachers should acquire insights into the nature of language learning regarding both the mother tongue and the foreign language and their socio-cultural connotations.

5. Language teachers should acquire basic knowledge in the fields of applied linguistics, educational psychology, sociology, pedagogy, culture and literature and the science of communication. It should be knowledge to use, not for academic purposes alone.

6. Teachers should be able to assess syllabuses and language courses educationally, culturally and linguistically. They should be able to handle text and devise and employ differentiated and branching exercises leading the students to carry out tasks in the foreign language.

7. Teachers should be ready and able to try out and apply a variety of classroom tactics, grouping practices, methods and different uses of media.

8. Their overall communication skills should enable them to share meanings, experiences and affects with their learners rather than be limited to the knowledge and handling of the formal system of the other language.

The working groups

The working groups are invited to:

1. discuss the set of teacher qualifications expressed in the eight points above; criticise, amend and state priorities;

2. flesh out teacher qualifications in concrete examples;

3. state how, under prevailing circumstances, these qualifications may be reached;

considering that

1. qualifications will never be reached in a dogmatic or idealistic way;

2. all the areas of competencies mentioned are part of a life-long learning process of professional adult learning;

stating

1. how teacher training can deal with these;

2. what the contributions, under given circumstances, can be in different phases of teacher training (ie of basic, pre-service and in-service teacher training);

making proposals

1. for international co-operation and exchange to improve present situations;

2. especially, for the content, method and staffing of Council of Europe assisted teacher training seminars;

making reference to

1. national systems of teacher training and experiences regarding the communicative approach to language teaching;

2. international experiences (exchanges, seminars, workshops, conferences) available for this purpose.

REPORTS OF WORKING GROUPS I

24 May 1983

GROUP 1

Chairwoman: Mrs V TOCATLIDOU

Rapporteur: Mr D COSTE

The group's meetings on 24 May were essentially devoted to the proposals and questions in the preparatory documents drafted by J A van Ek and C Edelhoff.

1. As regards Mr van Ek's text, the comments of the group related to the following points:

- The concerted international effort necessary for the training of teachers scarcely exists today. The need for it should be demonstrated, and its potential forms and functions in a changing educational world should be listed.

- It is important to emphasise, as Mr van Ek does in his first three points, the direction in which it is desired to see educational systems evolve: the optimal fulfilment of each individual's potential and his emancipation are obviously educational goals in relation to which a new approach to modern language learning acquires its full significance. But, at the risk of being charged with inveterate idealism or utopian fantasy, it must also be pointed out that a human being of today should not be confused with what he may become in the future: mass education nowadays is not always reflected in a better chance for all (sometimes it even results in questioning the place of modern language teaching in basic education); society is not only something of the individual's own making - for many it is an already solidly established world where it is by no means easy merely to find one's place. However much we should pin our hopes, as a major and voluntary aspect of the project, on the evolution and transformation of society by independent and responsible beings, there is always a risk of giving the impression that the practical proposals to be made and implemented in the modern language sphere rest on the hypothesis of the best of all possible worlds.

- The fourth proposal, concerning the importance of motivation, seemed particularly pertinent to the group, which supports it - with one proviso, namely that the term apprenant/learner would be more appropriate than élève/pupil.

- Expressions such as "what they are asked to learn" or "learning method" should be more finely shaded, or completed, to avoid giving the impression that the learner plays no part in determining the objectives, content or methods of teaching/learning.

- "Pleasure in learning", desirable though it is, may perhaps not be a sine qua non for learners' motivation entirely comparable with the conditions set forth elsewhere in proposal 4.

- With the wording of proposals 5 to 8, and the intentions behind them, the group was in complete agreement, but regretted that the French translation left much to be desired.

- By way of a more general comment, the group expressed its appreciation of the great importance, for the very evolution of the Modern Language Project, of ideas such as those so decisively put forward here by Mr van Ek. Reflection on the initial and in-service training of language teachers should, in the group's view, never lose sight of these principles and options open to learners.

2. The group was unable to devote as much time as it had hoped to the document prepared by C Edelhoff, and its comments and suggestions concern only the eight qualifications expected of a language teacher and their interrelationships.

The group considered:

- that the eight qualities relating to attitudes, knowledge and know-how required of a language teacher are not primarily the result of any cumulative classification (as Edelhoff has shown elsewhere) but are systematically interrelated(and must be conceived and assumed to be so as regards all pre-service and in-service training);

- that everything is conditioned by the ultimate aim expressed, namely "the communicative approach to language teaching";

- that the language teacher must be personally convinced of the pertinence of this overall aim, and that part of the training process must be geared to awakening, supporting or developing that conviction;

- that the teacher's attitudes towards the pupils, their knowledge and experience, and the roles which he can himself play in the learning effort are a decisive factor in the training process.

GROUP 2

Chairman: Mr R C WILLIAMS
Rapporteur: Mr S McDERMOTT

There was general agreement on points 1 - 2 - 3. The group welcomed the inspiring and forward-looking nature of the paper and were happy to see the intimations here of the 21st century. A large amount of our time was spent on point 4 where discussion was evenly divided in the first phase on 4.1 and in the second phase on 4.2/3/4.

In 4.1 the word "need" gave rise to some discussion. Some felt that few pupils at their entry into second-level education saw the need of a foreign language. Others thought that one definite need pupils had was the need to learn how to learn a foreign language during their secondary schooling. The needs "imposed" by the family and the social and geographical situation were highlighted.

Points 4.2/3/4 were considered the main ingredients of what our French colleagues aptly called a pédagogie du succès. This pédagogie du succès may be achieved or will have a greater chance of success if negotiation of the short-term and long-term objectives of the learning programme takes place at regular intervals between the learners and the teachers.

Mention was made of the graded levels of achievement programmes in the United Kingdom, as an example of some success in this area. An interesting point put forward by people working in this movement in the United Kingdom was that the level of foreign language learning achievement should not be restricted either to the school section or the age of the learner. A big stumbling block in achieving a pédagogie du succès were the systems of examinations (forms and contents) and their very negative backwash effect on the learning processes. Exams in the host countries are seen as a series of selective obstacle races rather than awards of what pupils can actually do in the foreign language. Learners should be encouraged to achieve success to the level of their own potential in a more human and democratic educational system. In this regard the essentially democratic nature of the communicative approach may cause problems in schools and other subject areas where the attitudes and approach were more authoritarian.

It was also suggested by the group that point 8 should in fact be point 1.

The group did not have enough time to discuss Christoph Edelhoff's paper but were in agreement with the main thrust and direction of his views.

Point 3 was considered to be the priority of priorities.

GROUP 3

Chairman: Prof. R P GIRARD
Rapporteur: Mrs D GAILLARD

Report by van Ek

The group agreed with the substance, while unanimously recognising that these principles are more easily listed than practised. The most difficult problem is

A. Motivation

4. - how to motivate;

   - how to keep motivation alive

over a period of eight years?

Possible solutions suggested:

- awaken the pupils to the fact that the languages taught are being spoken all around them

  ———————— PROXIMITY

- train the pupils to take pleasure in widening their interest in others - a critical interest that induces a knowledge of what they are themselves and what other people are;

- the teacher must always take into account the two kinds of needs involved - OBJECTIVE and INDIVIDUAL.

Another subject discussed was

B. 7. and 8. COMMUNICATION

- need for a better definition and in any case an enlargement of the concept (there is a risk that in its functional aspect it may be too restrictive);

- importance to communication of the entire socio-cultural background (life-history of the learner etc) which should also be presented as a contrast in relation to the target language (1);

- difficulty of reaching a proper balance between linguistic aptitude and a socio-cultural knowledge of the target language.

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(1) Gradual introduction of cultural data.

Edelhoff report

It was proposed that points 1 to 8 be regrouped in accordance with three trends:

A. - the teacher must change his attitude towards the pupils (points 2 and 8);

B. - the teacher must possess certain basic knowledge which is essential to a number of fields

- using the language
- theoretical knowledge

(points 3, 4, 5);

C. - the teacher must be thoroughly acquainted with certain classroom principles and practices (points 1, 6, 7).

In the light of these requirements, the following questions arise:

- Are there priorities to be established?

- What way or ways exist of changing a teacher's attitude and how long does this take?

  Solution (1) = professionalisation of initial training + continuity, followed by in-service training

- How can international co-operation contribute to this task? (A brief statement by the various participants on the way in which their respective teacher training systems are organised would no doubt be useful in order to highlight certain questions connected with arrangements for exchanges, courses in foreign countries etc. The group is in favour of inter-specialist exchanges, eg German Romance scholars ×, French Germanists.

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(1) As one solution the group suggests the professionalisation of initial training from the outset so as to avoid any break in the curriculum, and the separation of general education from teacher training and in-service training.

GROUP 4

Chairwoman: Prof. ssa N GALLI

Rapporteur: Mr T K RASMUSSEN

a. VAN EK's PAPER

Discussion was focused on the following points:

1. Whether or not to introduce linguistic awareness in point 8 among the educational aims of learners. There was disagreement on this point. Linguistic awareness was defined as articulated in two components: the cognitive one and the communicative one. Agreement was reached on the feeling that it certainly is an integral part of the teachers' training, rather than the explicit aims of the pupils. As such, it ought to be the topic of a workshop.

2. The word learner ought to be substituted for the word pupil because it better covers adults and university students.

3. Under point 4 syllabuses should be mentioned, by whom they are set and whether and how they are negotiated with the learners.

4. Under points 4 and 5 needs and motivations raised by the environment ought to be introduced and differentiated from personal needs and motivations.

5. In 8.1 it was felt that the wording "social skill" was not precise enough. The group felt that the item should be made more explicit by the author. It was also felt that the theme of social skill ought to be the topic of a workshop.

b. EDELHOFF's PAPER

1. The summary was agreed upon by all members in content.

2. Some members felt that pre-service training ought to be explicitly mentioned and considered and all members agreed that the role of universities in initial training ought to be the topic of a workshop.

3. It was suggested that the use of the pronoun he referring to teachers ought to be avoided, as the majority of language teachers are women.

4. Two points were suggested as additions to one or more of the first three points:

   a. that the teachers ought to be able to link their own learning process with the pupils" (that was our suggested interpretation of the expression "teacher as learner" in point 2);

   b. that teachers' training activities should mirror as much as possible and be an example of the teaching activities which are suggested for the classes that teachers are due to hold.

GROUP 5

Chairwoman: Dr. D HEINDLER
Rapporteur: Ms R PETRO

SUMMARY - discussion of Jan van Ek's paper

The group expressed their general acceptance and agreement but wished to make the following amendments:

Point 1 - the demands of a changing educational scene (process is by no means complete).

Point 4 - 1, 2, 3, 4, should become 2, 3, 4, 5, respectively.

A new 4.1 is to be inserted:

The choice of learning content - methods and materials should be negotiated with the pupils.

A new 4.3: They should have confidence in their ability to learn what they are asked to learn, what they want to learn, when they feel the need, through interaction.

Point 7 - communicative ability comprises the components of linguistic skill - interactive ability - social skill (cultural bound).

Point 8.2 - ... into their own environment, society and culture in respect to those of others.

Point 8.3 - ... and self-confidence as human beings.

In addition the group draws attention to the role of mother tongue teaching in the acquisition of communicative ability and the need of a close link between L_1 and L_2 teaching.

Discussion of C Edelhoff's paper

The group expressed their general acceptance and agreement with the eight points raised and wishes to make the following recommendations:

2/3

- as the teacher himself must be ready to experiment with language the INSET/pre-service training should be constructed in such a way that the target language must be used;

- from experience we know that the presence of one or two native speakers at such courses helps to create an atmosphere where the foreign language must be used by the teachers themselves;

- teacher training conferences should be organised on a bi-national basis in order to create a need to use the target language;

- analysing and building discourse should be a topic of one of the planned workshops;

- another topic that was suggested:

  - how to promote co-operation among teachers;

- there are various types of training courses which cater for different needs/purposes school-based - (local) - regional - national - bi-national (which all have their merits and pitfalls).

(Ed) Therefore a specification should be developed for these courses.

GROUP 6

Chairwoman: Mrs Maria de Piedade MENDES

Rapporteur: Mr B C KING

DR. VAN EK's PAPER

The group was concerned that the document might ssem to be predicated overall upon oral production. This causes problems, notably with regard to statement 7 (see below).

Statement 1

Add after "required"

"... taking full account of and strengthening individual national initiatives ...".

The major input must be by individual nations having regard to their own needs and circumstances.

Statement 2

Amend "has shifted" to "should continue to shift". This, because many nations are experiencing a recent, strong regression to training, or pre-vocational courses in secondary education.

Amend "mass education" to "education for all".

Statement 3

Here and throughout amend "pupils" to "learners".

Amend the last sentence to "... in society", deleting "ultimately ... making".

Statement 4

- Is 4 FL's or general education? Make this explicit?
- Insert "create and" before "maintain motivation".

Divide 4.1 into two parts:

4.1 "The learners should be made aware, in terms which they can understand, of what they are being asked to learn".

New
4.2 "They should ... etc" as in document 4.1.

Statement 5

Stet, apart from changing "learning subjects" to "subjects".

Statement 6

More accurately perhaps "The emphasis in FL learning should continue to shift towards ...".

Statement 7

The statement was accepted as a principle, but causes some discussion:

a. is this oral production, or do receptive communication and written production also depend on social skills? If so, how much (cf the not uncommon phenomenon of the reticent, awkward child who in his/her own language produces fluent and exciting written work);

b. if social skills are one of the two major components of communicative competence, the teacher needs a lot of help in how to assess children's progress towards communicative competence - eg to what extent should (socio-economically derived) lack of social ...

Statement 8

Stet.

Envoi:

Concern was expressed by several members of this group that FL teaching is undertaken in mixed ability groups: the rich principles recommended by van Ek are already demanding - a workshop would be valuable in which these principles could be applied firmly to mixed ability groups, so that mixed ability teaching and learning may be fostered.

Mr EDELHOFF's PAPER

Throughout, this group prefers "attributes" to "qualifications".

The group would have liked to see if one could tease out pre- and in-service attributes, but time ran out ...

Statement 1

Stet - after much useful discussion.

Statement 2

Teacher "as a learner" caused problems:

a. if "learner" means continually trying to improve teaching skills, this group understands and accepts: a divine discontent is indeed most desirable;

b. if "learner" applies, as this context implies, to classroom activities, this group would prefer the word "participant". which describes a teacher who facilitates interaction.

Statement 3

The principle is accepted: change to "... for both ...".

Statement 4

The group found this a textually dense sentence, containing several huge principles:

- the nature of the MT;
- the nature of the FL;
- the nature of the acquisition of the MT;
- the nature of the learning of this FL;
- the socio-cultural connotations of the whole of these languages;
- these socio-cultural connotations of the parts of these languages.

When this group had sub-divided the issues as above, it was possible to study briefly each issue. Given the lack of time at this point, discussion was "forcément" inconclusive.

Statement 5

"Basic" is a possibly misleading word, and should be changed to "relevant".

Statements 6, 7, 8

Stet - not deeply discussed.

Priorities

It was found impossible to formulate a rank order - though statement 3 was felt by most to be a high priority - (ie teacher's own target language competence).

Workshops

Time ran out, but:

a. the problems of mixed ability grouping need careful examining:

    . theoretical framework;
    . practical application;
    . towards individualised programmes;

b. the group's feeling that the teacher's own FL competence is highly important - at the least has implications for methodology in workshops, and at the most offers a direction to the sort of workshops which might be offered.

Plenary session - Wednesday 25 May

a. Content and methodology of modern language teacher training with special reference to modern language learning during compulsory schooling

by

Denis GIRARD

The teacher is the decisive component in the learning situation, playing a far more crucial role than syllabus, timetable, class size, or even the type of course and the teaching materials used. This is especially true of the modern language teacher in schools today, in view of the special problems of children and adolescents in our industrial societies. They all enter secondary education, whatever their intellectual ability and whatever their mental attitudes. The family rarely provides the support they need and which would ease the teacher's task. At the same time there are many powerful distractions (particularly television), rarely used to good effect. Modern languages rarely enjoy the status they deserve within the school system, serving all too often as light relief from the science subjects which present-day society upholds as preparation for the harsh demands of real life. Lack of motivation in pupils is the scourge of our schools. Self-teaching methods which work with adults are of no help in solving such problems. Modern language teachers must provide the stimulus if they are to give real help with learning.

So, quite naturally, any reform in the field of language didactics must begin with an overhaul of the content of teacher training. This was what happened some 20 years ago when the introduction of audio-visual methods constituted an original European contribution to applied linguistics. The Council of Europe, even then, made no mistake since in Resolution No. 2 of 1962 the Ministers of Education agreed to "promote the in-service training of qualified teachers", especially to introduce teachers "to new methods of teaching modern languages, for example audio-visual methods". Even then, the real target was in-service training, for obvious reasons, to which we shall return below.

But the parallel with action taken 20 years ago by the same Council of Europe obscures one fundamental difference which should not be underestimated. In 1962 it was a question of "new methods", which had never been the subject of research in the Council of Europe, and for which training was being provided as to methodology, theory and practice. Recommendation No. R (82) 18 of September 1982 however, implicitly refers to the research done under Project No. 4 which resulted in the publication of a remarkable series of basic studies on the main European languages. Attention is focused in the first place, even before the methods used, on objectives, and member states are invited to promote the effective teaching of languages for communicative purposes; this is a new approach whose methodology still has to be worked out and specified. The "intensified programme of in-service teacher training" put forward in the same recommendation and to which the Delphi Symposium is intended to contribute, whilst undoubtedly benefiting from the research mentioned is nevertheless much more demanding. Instead of introducing teachers to a particular method, the aim is to enable them to produce their own methodology in accordance with the fundamental objectives and requirements of a communicative approach. We all know that neither "Threshold Level" not "Un Niveau-Seuil" or any other functional-notional inventory can serve as a textbook and that a vast amount of work still has to be done on preparing materials for actual classroom use. Insofar as most teachers practising today have not been trained during their pre-service training to teach a genuine communication language the in-service training we intend must both supply the new knowledge they need and enable them to fashion their own tools or to get the best out of what is available.

The starting point for our discussion of modern language teacher training must be provided by an analysis of the present content of initial training in our various countries. By a process of deduction, by reference to the known requirements of a communicative approach, we shall spot deficiencies and define the desirable content of further training. Quite apart from mere urgency, another reason for focusing on in-service training for a priority action is that it is harder to conceive of international co-operation in initial training. In every country initial training is the responsibility of institutions (university departments etc) and sometimes laid down in ways that cannot easily be changed. With the labour market as disturbed as it is at present, any interference in initial training (especially as regards duration, and indirectly, as regards content) would in one way or another affect the precarious balance of the labour market. Even the exchange of modern language students between countries under bilateral agreements can cause problems of balance according to whether or not the one-year stay abroad is made compulsory - until such time as the Council of Europe manages to persuade Ministers of Education to make the year compulsory throughout the member states.

It is generally agreed that there are four main aspects of initial training for modern language teachers - a good practical command of the language (or languages); knowledge of language teaching theory and related basic disciplines, starting with linguistics; thorough knowledge of teaching conditions at the various levels at which the student will be required to teach; practical pedagogical training without which the rest would be of no avail.

Language competence in a foreign language was hitherto judged according to the four basic skills (active and passive command of the oral and written language). Now we must also ask whether the teacher has become an efficient "communicator". When handling the language, whether as speaker or listener, is he able to adapt to a variety of situations, to the social environment of the interlocutors, to the roles they play vis-à-vis each other, and to the language register according to topic? In other words, if I use the terms of Jan van Ek's excellent analysis, does he know how to take account of the social, not to say sociological, dimension of language functioning. In addition, insofar as the written language involves communication between author and reader, we must ask whether initial training has given the teacher sufficient preparation in applying to the written language the communicative competence which, if all went well, has been instilled in him as regards the spoken language. Only then will he be able to make use of a wide variety of authentic written material with his class.

The amount of theoretical knowledge vital for future modern language teachers is growing constantly as basic research affords us greater insight into the complexities of language and the mental and neuro-physiological processes of natural language acquisition and methodical language learning. There is no doubt that from this point of view initial training is constantly being left behind and that its content quickly becomes at least partly obsolete. This never-ending chase has been compared to the "vicious spiral" of inflation in which wages never quite manage to catch up with prices. But while this could for a time be said to apply only to linguistic research in relation to language teacher training, we must now refer also to psychology, sociology and the bridging disciplines of psycho-linguistics and socio-linguistics. The more time has elapsed since their basic training, the more useful it is to update teachers' knowledge by means of in-service training, not just to enable them to expatiate on new theories and display their new knowledge but simply so that they understand the new pedagogical practices and do not accept them without conviction as mere recipes or passing fashions.

Under the heading of knowledge come quite naturally all the cultural elements that the language carries: knowledge of the country, its way of life, its literature and other forms of artistic expression, its economic and political life etc.

Information about teaching conditions must include the institutional framework (type of school, course of studies), the people involved (other teachers, administrators etc) and above all, the type of pupils concerned. Timetabling, class size and administrative regulations and teaching guidelines also have their place. This is another field, in which the information teachers receive at the start of their careers soon becomes out of date. Population movements (country to town, the distribution of immigrants) have profound effects on the composition of classes, as is common knowledge. Administrative changes can also entail fundamental modifications in the teacher's role. To take but one recent example from my own country, the decision, taken six years ago, to put all pupils together in mixed ability classes for the first five years of secondary schooling created a quite new situation for all French teachers, particularly teachers of modern languages for whom wide disparities within a class can seriously jeopardise the pursuit of communicative objectives.

Lastly, initial training affords future teachers an opportunity to practise their future occupation with real pupils in real classes, even if the atmosphere during teaching practice is but a pale reflection of the teacher/pupil relationship as it is experienced daily by full-time teachers who bear full responsibility for establishing their own teacher-pupil relationship. What matters is that he should be able to put into practice the pedagogical principles he had been taught so that he can make up his own mind about their advantages and disadvantages and draw his own conclusions from this confrontation with classroom reality. This down-to-earth aspect of initial training must not be forgotten in further training as it ensures credibility.

Analysing what has been done in each of the four main fields will give us some idea of the direction we should take in the further training of language teachers in our various countries so as to enable them to develop the communicative competence of their pupils to a maximum. But we must also determine more precisely the particular needs of each group of teachers in any given setting.

An interesting survey can be cited on this subject which was carried out recently by Mrs Tocatlidou, in the context of a research project of Salonica University with the backing of the Ministry of Education; the survey concerned the needs of students, of French teachers, of schools and of the social milieu. The needs of the teachers, such as they emerge from 200 replies, refer to:

- reduction in class size (30 to 40 pupils at the moment);
- inadequate instructions in the teachers' books;
- lacunae and imbalance in the pupils' books;
- lack of annual curricula that take account of the timetable;
- lack of information for the teachers;
- working conditions.

As a starting point, the pedagogical needs of teachers require definition just as much as the language needs and resources of pupils in the language classroom. This is unfortunately also a thankless task; experience shows that it is never the ones in greatest need who volunteer for further training courses - a balance needs to be struck between attracting volunteers and providing incentives for those known to have most to learn.

It is impossible to work out further training content and methodologies in the abstract without first defining a feasible plan of action according to the time available.

At the most rudimentary level all that can be done is to draw teachers' attention to new ideas in language didactics. That must be the limit of our ambition when only one day is available, as in the case of the regional briefings recently organised in France for all upper secondary school teachers when the new modern language syllabuses were put into effect. The aim was to explain what was meant by a functional curriculum by showing how it could be used to develop communication. Such arrangements fall into the category of stimulating awareness, rather than further training proper.

At the other extreme are full-scale, long courses lasting up to a whole school year, providing genuine retraining tantamount to learning a new trade (eg introduction to data processing, audio-visual course at the Ecole Normale Supérieure de Saint-Cloud). The number of trainees is necessarily limited and this system cannot help us either to make much nation-wide impact on language teaching. It is more reasonable to think of what can be done with medium-length courses lasting two or three weeks or one month according to the freedom allowed by the administrative structure. These should be used both to up-date theoretical knowledge and to teach new classroom techniques. Methodologically, it would probably be a good thing to reverse the order of operations used in initial training and move from practice to theory. We are no longer starting from scratch, but dealing with teachers committed to certain ways of teaching with which they may well be achieving worthwhile results. Above all they must not be made to feel guilty because their theories have become obsolete. It is better to convince them that with the same teaching materials, used somewhat differently, they can achieve even better results. There are some interesting examples in France of bilateral co-operation for such medium-length courses: these are the numerous summer courses we organise abroad (United Kingdom, Federal Republic of Germany, Italy, Spain, Portugal) for several hundreds of modern language teachers.

Work with the teachers should, wherever possible, be arranged around three essential aspects of their work - preliminaries to actual teaching (preparation - ie selection or original production - of materials for use in class to attain a given goal); classroom teaching (use of materials as appropriate, with real pupils or with fellow trainees); post-teaching discussion (with or without a video recording).

The four components of initial training can all be used again in these medium-length further training courses but, of course, in varying amounts depending on prior analysis of needs. It may be hoped that in the case of qualified teachers, language training proper will not be of very great use except to refine existing communicative resources. This should accordingly be coupled with learning new ways of teaching. Theoretical knowledge can be extended or brought up to date more easily and more efficiently on the basis of practical examples, with practice preceding theory to some extent. A given course may well include discussion of changed teaching conditions but that would be better done in the school itself for all the teachers concerned.

In the case of short courses (a few days to one week) experience has shown that the workshop group formula is the most satisfactory. The starting point is the preparatory activity, which I mentioned as one of the essential aspects of a teacher's normal work. It is when preparing teaching and learning materials that the teacher can best exercise creative autonomy. He can learn to do this in a workshop by first setting himself teaching objectives on the basis of the successive learning objectives he wishes to set his pupils, according to the level, ability and specific needs. Group team work itself simulates the situation of pupils working in groups who have been asked to create language for communicative purposes.

Working groups will find numerous questions and many points for consideration concerning the detail of the content and methods of the training of modern language teachers, in the document which has already been distributed.

This short paper was not intended to answer all the questions that might be raised about the content and methods of language teacher training particularly for teachers in schools. The working groups will try to do that since it is for the purpose of discussing these things together that we have been invited to this symposium. The initial aim was to put questions in order to stimulate discussion. There certainly are as many possible replies to each question as there are situations in our countries concerning the aptitude of modern language teachers to fulfil the tasks required of them and attain our common goal of mutual understanding across linguistic barriers. The essential point is that we should by the end of this week of discussion and reflection reach a sufficient number of points of agreement to enable the joint action to get under way to which Council of Europe Project No. 12 has at the present time given top priority.

Possible questions for group discussion

Any teaching/learning process that takes place in a school setting is very largely if not wholly conditioned by the skill of the teachers and therefore by their own initial training and the relevance to their needs of the kind of further training offered. This fundamental necessity for effective training is felt particularly acutely in times of educational reform. To take the action of the Council of Europe alone as an example, it is interesting in this connection to compare the following two texts, separated by an interval of twenty years:

- Resolution No 2 of the 3rd Conference of European Ministers of Education, in which ministers agreed, in 1962, to "promote the in-service training of qualified teachers" especially through courses at which teachers would be introduced "to new methods of teaching modern languages, for example audio-visual methods";

- Recommendation No R(82) 18 of September 1982, of the Committee of Ministers asking member states to promote methods for teacher training enabling teachers "to teach languages effectively for communicative purposes", by "contributing to an intensified programme of in-service teacher training".

In both cases emphasis is rightly placed on in-service training, on "further training" for serving teachers who are immediately responsible for the success or failure of the ideas advocated. We note one very important difference between them, however, and it is this that should guide our thoughts during this symposium. Whereas in 1962 teachers were to be introduced to "methods" and hence to a methodology which had already been worked out, we are now being asked to make teachers capable of working out their own methods in order to satisfy the "communicative purposes" which are ours, in the contemporary learning of a modern language.

This task is at once easier and more exacting. Easier because now, in contrast to the situation in 1962, we can make use of the remarkable basic research carried out by the Council of Europe teams (Project No 4 "Modern languages"), who produced the different threshold levels and their accompanying theoretical studies. But more exacting too to the extent that the classroom techniques that will enable what is only a communicative "approach" to be more effectively taught have still to be devised. We are all aware that neither The Threshold Level nor Un niveau-seuil nor any other functional-notional inventory offers a teaching method. What is required, thus, is that teachers be helped to acquire new knowledge and at the same time familiarise themselves with teaching practices in which they have had no training.

The sole purpose of the questions below is to give some guidance to groups in their discussion of the content and methods of training in a communicative approach.

Teacher training: what contents? What methodology?

Today the primary objective of modern language teaching is to enable pupils to communicate; this being so, how should the teacher's new role be defined? The teacher is no longer a person imparting knowledge but rather an animateur, catalyst, facilitator in a teaching-learning situation in which the pupil should be enabled to acquire basic skills and the knowledge needed to apply them.

I. The first questions to ask ourselves have to do with the present contents of the initial training of modern language teachers in each of our countries, in the four areas of:

- mastery of the foreign language;
- theoretical knowledge of language didactics and the basic disciplines: linguistics, psychology, psycho-linguistics, etc;
- information on teaching conditions at different levels: pupils, programmes, equipment, etc;
- practical training in teaching.

1. Mastery of the foreign language:

- Is the teacher a good "communicator"?
- Do the teachers know how to understand and express themselves orally (and in writing) in different situations, with different interlocutors (or correspondents) on different subjects involving a wide range of speech acts?
- Are they able to apply their communicative skills to writing, as readers?

2. Theoretical knowledge

- Is it firm and deep enough to enable the teachers to analyse and adapt their teaching practice?
- Does it promote the teacher's autonomy?
- What room does it give to discourse analysis as opposed to phrase linguistics?
- How much room has it given to the psychology of learning and psycholinguistics?

3. Information on teaching conditions

- Is it sufficiently full and up-to-date?
- Can it enable teachers to clearly define their place in the school?

- Courses lasting 1 or more weeks?

Questions asked:

- type of course in relation to length of time?

- proportion in each of the above of:

  - contribution of theoretical knowledge?
  - pre-teaching activity (production of materials?)
  - teaching practice:

    - simulated (trainee teachers)?
    - in actual classroom situations?

  - discussion after practice (video)?

3. Contents

- How does one learn to analyse the language needs of different categories of pupils?

- How does one analyse the foreseeable future needs of pupils whose real needs in the school context are extremely limited?

- How does one create immediate need by simulating language situations which show up educational gaps?

- How much importance is given to a communicative approach and how much to the teaching-learning of grammar?

- How should teachers be oriented towards true communication, starting from their situational approach?

- How does one choose good authentic material (oral and written) for the different levels?

- How does one make effective use of it?

- How does one go about favouring group activities which promote communication?

- How can the evaluation of attainment be integrated into the pedagogical approach?

4. Methodology

- How can teachers be made to feel responsible without also making them feel guilty?

- How can their attainments be used by directing their teaching towards communicative activities, starting from their textbooks, the texts they use, the recordings available to them?

- How can their creative autonomy be developed by training them in assigning themselves specific objectives for each stage of their teaching?

- Does it give enough attention to the limitations inherent in the system and the margin of freedom left to the teacher?

- Are the various pupil profiles clearly defined?

4. Practical training in teaching

- Is there effective supervision to facilitate the connection of theory to practice?

- Are trainee teachers given enough responsibility?

- Is a spirit of research and autonomy encouraged, or only the learning of recipes?

Depending on the replies to these questions, on the one hand other models of initial training can be defined, and on the other, contents and priorities for further training can be given.

II. What kind of in-service training?

To meet which needs of serving teachers?

Employing which means?

It is hard to generalise because teachers' needs depend upon:

- gaps in their initial training (see above), about which it must be remembered that even within a single country training varies widely according to category of teacher, college of education attended and age;

- conditions in their schools (socio-cultural background and average ability of pupils, range of ability in classes, equipment available, etc);

- the effort they have made on their own to maintain their basic knowledge and keep up with pedagogic innovation.

1. Preliminary questions:

- How does one analyse the specific needs of teachers?

- How does one stimulate a need for further training?

2. Types of further training:

- Purely introductory? (1-day)

  Possible objective: to provide information on language as an instrument of communication and on a few communicative approaches.

- Workshops lasting several days?

  Focus: production of materials which can renew teaching.

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b. Content and methodologies of language teacher training, with specific reference to modern language learning by adults

by

Mr R SCHÄRER

Diversity of learning goals and a great variety of learning/teaching situations are two of the key characteristics of the adult language sector.

Language learning aims can range from the wish to understand one's grandchild to highly specific professional objectives. Among the learners are highfliers with talent, motivation and successful previous learning experience, but also others who struggle for survival in a competitive and increasingly complex world. Some learners can devote an entire period of their lives to learning a foreign or second language, others can spare an hour at the most per week.

As regards resources, anything from teacher and blackboard to complex learning systems, in some cases including mass media and computer support, can be found. The learning environment may be highly structured or extremely open. Materials may be dominant, guiding the learning process step by step or it may be the teacher who is expected to select and/or produce them.

Such variability can place an unusually heavy burden on teachers (and trainers and administrators). Yet teacher profiles range from the fully trained professional native language teacher to the untrained person with limited knowledge of the target language.

Provision of initial and in-service training is the most normal thing for some teachers; for others one or both are non-existent.

Given such differences, such variety, is there hope for us to define and agree upon common goals and a common approach to the training of language teachers in the adult sector?

My conviction is yes, provided we regard our role as facilitators of change and avoid the temptation to prescribe and fix what a teacher ought to do in every situation.

To reach common goals in this system of great variety, flexibility of approach is needed at two levels:

- teacher training methods and objectives must be flexible and recognise differences among teachers;
- teachers must be trained to be flexible themselves in their approach and to adjust their methods to differences in aims and among students and tasks.

No one, I believe, would advocate the same kind of training in the target language for a non-native as for a native speaker, and an untrained native teacher certainly needs different types of preparation than a trained non-native speaker. The demand to promote language learning leading to communication probably puts greater strain on non-native teachers and the ideas of a learner-centred approach may be more difficult to cope with for non-trained teachers. Yet one can confidently say that in the adult language sector today a majority of language teachers are non-natives, and again a majority have not spent any substantial time in an area where the target language is spoken. Of the natives a large proportion have not had any formal teacher training.

Let us at this point consider the main functions of a facilitator of change and try to evaluate the actual position in regard to teacher training within the modern languages project of the Council of Europe.

To manage change we need:

- a clear conception of the goals, a framework within which to work and a broad outline on how to proceed
- to get (the) idea(s) disseminated and accepted
- to motivate people to be involved so that they can perceive the goals worthwhile striving for and that they can relate personally to the ideas
- to train them in any new/additional skill required so that they feel comfortable and prepared to cope with the expectations put on them.

As facilitators of change we will recognise that successful work has already been done in the past and that to build on existing knowledge and skills is a wise and efficient strategy.

In Project No. 4 a framework for the task to eventually enable every European to communicate in at least one other language has been formulated and a considerable number of tools to help implementation developed.

Furthermore, the underlying ideas have been spread to some degree and in specialised circles knowledge of the developed framework and the accompanying tools does exist.

The next steps clearly should be:

- to disseminate the ideas, the knowledge of the concepts and tools to as many of the language teachers in the adult sector as possible
- to invite the teachers to contribute to the further development of the framework and tools so that they can accept the project and the underlying ideas as their own.

Now to the teacher's task: the Modern Languages Project of the Council of Europe would like

the teacher to promote language learning leading to communication-competence and gradually to increased learner autonomy.

Let us first consider the aim of teaching for communication and select those aspects which put new demands on the practising teacher. Let me use a highly over-simplified example: You ask: «What colour is it?» (and point to a red piece of paper). The standard answer is: «Red?» But how is the teacher to deal with responses such as:

- «It is just beautiful, it is my favourite colour».
- «Why do you ask me, it's what you wanted anyhow!»?
- «It is crimson».

For a teacher with a sound command of the target language, it is not difficult to accept any of these answers as correct in the given communicative context, even though some might be unexpected. Not so the language teacher with a limited knowledge of the target language to whom such an increased variety of possible answers may well appear as a threat.

Therefore:

A high level of command in the target language is needed for all teachers if we want language learning leading to communication promoted.

Variety of possible answers can easily distract from the actual learning objectives, allowing some learners to dominate and others to be bored and the learning effectiveness to be diminished.

Therefore it is important:

To train teachers to acknowledge correct answers but at the same time to show them how they can focus back to the main learning objectives.

Communication is not only verbal, and meaning is often conveyed despite major distortion and interference. For effective learning to occur:

Teachers should be helped to develop an awareness and strategies as to when to correct what, and through this to find a balance between the requirements of fluency and accuracy.

The concepts of learner-centred learning and increasing student autonomy are difficult ones for teachers. For some it seems to threaten their traditional role, and this feeling is often reinforced by allegations from students that when teachers shift responsibility for learning to students, they seem to abdicate their own responsibility.

In my view efforts to introduce more learner-centred learning and of increasing student autonomy have a profound impact on the teacher's task and role. If we want teachers to be sensitive to learner needs, to promote communication and learner autonomy, then the teacher training experience itself must incorporate these concepts and must be perceived by the teacher as positive and worthwhile. Consequently approaches and resources to teacher training are needed which allow the teachers to learn to control their own learning experiences. This can only happen if the resources provided are sufficient to accomplish agreed achievable objectives successfully;

. with limited resources it might be more productive to find out what a group of students has in common than what special needs separate the individuals

. similarly, high technology might better be left to others unless the back-up system is right.

In consequence, approaches and resources to teacher training are needed which:

a. provide frameworks in which trainees can express their needs;

b. provide opportunities for observing and analysing good teaching (live or video);

c. offer opportunities for guided practice in the classroom and for self-assessment of performance;

d. provide practice in choosing, analysing,making and using materials and media suitable for communicative language teaching;

e. give opportunities for contact with experienced teachers and trainees

f. provide opportunities to improve and/or maintain the knowledge and competence in the target language.

Taking a look at resources available, it becomes clear that some of these requirements will remain a dream for a large proportion of the language teaching force in the adult sector. To have a chance to move forward, we will realistically have to match our aims and the tasks envisaged with the resources available in the different sectors.

In my view we should try to move on the following fronts:

1. find and support measures which help to develop and maintain the knowledge and skills in the target language of the teacher (mainly the non-natives);

2. get the highly trained and competent nucleus of language teachers in the field to understand, accept and implement the principles of the project and to act as multipliers;

3. develop written material to explain the main concepts to the ordinary classroom teacher - if possible as the starting point of seminars and practice sessions, but also for self access. The list of possible themes might include:

    a. understanding of concepts like: communicative, learner-centred, learner autonomy etc, and the willingness to take these into account in the teaching approach;

    b. knowledge and understanding of the tools for communicative language learning developed by the Council of Europe and others;

    c. understanding and competence in applying the knowledge of features like notions, functions, semantics, grammatical categories, discourse analysis, role relationships, etc;

    d. knowledge of learning approaches, communication and interaction processes in and outside the classroom, and the skill to apply it to promote genuine communication;

e. knowledge and skill in how to set communicative learning objectives and how to assess communicative progress;

f. knowledge and skill to focus on an identified learning task and to develop learner's ability to use the language being learnt with both fluency and accuracy;

4. organise small group seminars for teacher trainers with the objectives:

- to exchange information and experience;
- to develop further the concepts underlying the project and appropriate methods to put them into practice;
- encourage the development and distribution of appropriate teaching/learning materials.

Flexibility helps us to deal with diversity, co-operation I hope will help us to deal with the magnitude and complexity of the tasks confronting us.

(Summary)

Content and methodologies of language teacher training, with specific references to modern language learning by adults

Modern language learning by adults takes place in such a variety of forms and conditions that it is critical to any common approach to teacher training to clearly define what, how and how much is feasible.

The promotion of learner centred language learning leading to communication and gradually to increased learner autonomy asks from the teacher attitudes, knowledge and skills which we may be able to define.

In doing this and as the challenge to the teaching profession is to enable every European to communicate in at least one other language we will have to guard against idealistic standards and aims but define minimum requirements as well as the ideal situation.

Content

In a list of prerequisites for successful communicative language teaching or for training needs we might include:

a. thorough knowledge of the language taught;

b. understanding of concepts like: communicative, learner centred, learner autonomy, etc. and the willingness to take account of these in the teaching approach;

c. knowledge and understanding of the tools for communicative language learning developed by the Council of Europe and others;

d. understanding and competence in applying the knowledge of features like - notions, functions, semantics, grammatical categories, discourse analysis, role relationships, etc.;

e. knowledge of learning approaches, communication and interaction processes in and outside the classroom and the skill to apply it to promote genuine communication;

f. knowledge and skill in how to set communicative learning objectives and how to assess communicative progress;

g. knowledge and skill to focus on an identified learning task and to develop learners' ability to use the language being learnt with both fluency and accuracy.

Methodology

Methods used to train teachers should be consistent with our aims. If we want teachers to be sensitive to learner needs, to promote communication and learner autonomy then it is not enough to talk about it, but the training experience has to reflect those ideas and must be perceived by the teacher (trainee) as positive and worthwhile.

In consequence, approaches and resources to teacher training are needed which:

a. are sufficient to accomplish the objectives successfully;

b. provide frameworks in which trainees can express their needs;

c. provide opportunities for observing and analysing good teaching (live or video);

d. offer opportunities and guided practice in the classroom and for self-assessment of performance;

e. provide practice in choosing, analysing, making and using materials and media suitable for communicative language teaching;

f. give opportunities for contact with experienced teachers and trainees;

g. provide opportunities to improve and/or maintain the knowledge and skill in the target language.

Questions

1. How can language teachers in adult education in your view best be reached:

   1.1. through written information in the press?

   1.2. through their employers?

   1.3. through teacher associations?

   1.4. through the public school sector?

   1.5. through courses and seminars?

   1.6. any others? which?

2. Is it in your view more important to concentrate the efforts towards:

   2.1. teacher trainers (multipliers)?

   2.2. linguists?

   2.3. the untrained native teacher?

   2.4. the trained native teacher?

   2.5. the untrained non-native teacher?

   2.6. the trained non-native teacher?

   2.7. administrators?

   2.8. course book/materials writers?

   2.9. the building up of an information centre?

   2.10 any others?

3. Which are in your view the main training needs which could best be satisfied through international co-operation? Put them in order of priority:

   3.1. training in the target language?

   3.2. information about the concepts and principles involved?

   3.3. information on tools available and training in their use?

   3.4. the production of training models, approaches?

   3.5. the production of training materials?

   3.6. provision of training experience?

   3.7. any others?

4. How much time do you think a teacher (trainee) would be willing and/or able to spend for the training? When would he/she be available?

  4.1. a teacher trainer?

  4.2. a full-time language teacher?

  4.3. a part-time language teacher?

5. From your experience how could training be financed?

  5.1. by the employers?

  5.2. by the trainee?

  5.3. through scholarships?

  5.4. any others?

6. What help can you, your colleagues, your institution, your country provide to the common task?

c. Contents and methodology of modern language teacher training with specific reference to language learning by migrants and their families

by

Mr S SALIN

Contents and methodology of modern language teacher training with specific reference to language learning by migrants and their families

It was not long ago when we thought that a native speaker of English or German or French was qualified to teach English, German and French to Swedish school children and adults without any specific training for this job. We did not bother very much about the structure of the language as compared to Swedish, or the progression in language learning or the systematic organisation of the learning process. Nor did we bother about the analysis of learner needs or the specification of objectives or the methodology. The native speaker of the language was supposed to know what the learners needed and what should be taught and how it should be taught.

In many countries the teaching of the language of the host country to migrants is still carried out by native speakers of the language without any special training for the teaching of migrants: house-wives, students, trade unionists or perhaps elementary and secondary school teachers who might be qualified to teach the language as a mother tongue but have no training for teaching the language as a second language to migrants.

In the replies to the questionnaire sent to the CDCC delegations in preparing this symposium no country reports a regular initial training of teachers for teaching migrants. In Sweden some 7,000 teachers are involved in teaching Swedish to migrants in study circles and in the framework of labour market training and the municipal adult education. Only a small minority have a special training for this job. We have not yet completely recognised Swedish as a second language as a subject of its own and separate from Swedish as a mother tongue and Swedish as a foreign language. Only recently has the subject been introduced into the Swedish curriculum for the comprehensive school and for municipal adult education.

The situation is similar in other countries. At least there is no indication in the replies to the questionnaire that any special provision is made for the initial training of teachers for teaching migrants. This might be an advantage when introducing the communicative approach into the teacher training. There is no heavy academic tradition to break. The field is open for experimentation with new ideas and new methods. This is the experience we have had at least in Sweden when introducing the ideas of the Council of Europe Modern Languages Project into the in-service training of teachers for migrants. Another advantage is that most countries realise that it is necessary to do something to improve the language teaching for migrants.

In his compendium of in-service teacher training programmes which correspond to the principles of the CDCC Modern Languages Project, Professor Krumm reports only one case, The National Centre for Industrial Language Training (NCILT). Prof. Krumm summarises the relevance to the Modern Languages Project in the following way:

"The programmes reflect the Project's principles as guidelines for the organisation of training programmes (incorporating the teachers' experience and starting from an analysis of their needs), on the other hand by transmitting and applying the findings of the Project to the teaching of languages in industry (acceptance of a functional approach and communicative aims, student-centred techniques, eg role-play for teaching aural/oral skills)."

Prof. Krumm particularly mentions the need for the training of trainers in the near future. I suppose this need is felt everywhere. One of the aims of this symposium is to identify the needs of language teacher trainers and the problems with which they are faced when attempting to help teachers to establish an effective communicative competence in learners, eg migrants learning the language of the host country.

My task is to discuss the contents and methodology of modern language teacher training with specific reference to language learning by migrants and their families. Being the last one in a line of speakers I can be brief. I do not have to repeat some of the more general insights and skills which are required of good language teachers. They have been dealt with in an excellent way by my colleagues. I want instead to concentrate on language learning by migrants and list some of the main differences between foreign language learning and migrants learning the language of the host country. I base my remarks on Tom Jupp's consolidated report on the teaching of the national language of the host country to adult immigrants and on the experiences in Sweden whendeveloping the Threshold Level Swedish for migrants and using that document as a basic tool for in-service training.

Tom Jupp reports on four pilot projects where the approach of the Council of Europe Modern Languages Project has been applied in the field of migrants learning the language of the host country, France, Germany, Sweden and the United Kingdom. He emphasises the following main differences between foreign language learning and migrants learning the language of the host country:

a. Immigrants are in a surrounding where the language is spoken. They are exposed to the language all the time, both spoken and written language. They have to use the language every day in contacts with the majority population. They have immediate survival needs.

b. This immediate survival need can produce problems in developing a long-term and comprehensive curriculum where a systematic progression is built into the learning/teaching process.

c. Immigrants are members of ethnic minority groups. They often have a very low social status and meet even with prejudice and hostility from the majority population. Immigrants usually have a restricted pattern of contacts with the language of the majority population linked to employment, social security/medical care and similar contacts. Language acquisition is closely linked to the economic, social and cultural developments of migrants. Migrants cannot acquire the language successfully unless native speakers take positive steps to overcome communication barriers;

d. Immigrants also form part of a multi-lingual and multi-cultural setting. This has two implications; firstly immigrants should have the opportunity to maintain their language and their culture and build up their self-confidence and social status. Secondly the majority population should be informed about the social and cultural background of immigrants and should be ready to accept new elements into their culture.

e. Immigrant language learning is different both from foreign language learning and first language acqusition. Immigrants have real communication needs and these are closely linked to other needs such as educational, vocational and social objectives. Language plays an important role in the transmission and formation of values, identity and knowledge. The process of learning the language involves insight into the social and cultural values of the majority population.

f. On the other hand the actual process of needs analysis and specification of objectives is very complex usually because of the lack of a common language and because the teacher and the students usually have a completely different social background, different experiences and expectations. Very few teachers have experience from working night shift at the car assembly line or cleaning the streets. The teacher usually knows very little about the real needs of migrants and has difficulties to find out. The migrants usually don't know what to expect and to ask from the majority society.

g. The migrants groups are more heterogeneous than other groups of learners, have more diversified needs and have very little in common other than the feeling of isolation and sometimes hostility. There are various social and cross-cultural barriers to be overcome.

h. Very often immigrants have lived for some time in the country before coming to the language course and starting their formal language learning. They have acquired some knowledge of the language, a survival language behaviour which hardly conforms to the grammatical rules of the target language. This pattern might be difficult to break in the short perspective. In a heterogeneous immigrant group the teacher will meet many nationalities with different kinds of interim language because of the interference from their mother tongue.

I have mainly dealt with the language learning of adult immigrants. In some respects the situation for children and young immigrants including the second generation is different and still more difficult. For these groups the competence in the mother tongue, the social and cultural identity, the status of the immigrant group and the self-confidence play a much more important role.

John Trim outlined the difficulties of applying the Council of Europe approach to immigrant learners at the Hasselby colloquy in 1979 in the following way;

"Our principles require us to base our work firmly on an understanding of the needs, motivations, characteristics and resources of the learners themselves. At once the question aroused is; how can we ascertain the needs of these huge groups (13 million in the EEC area alone) ? Whose views do we consider ? The interests and presuppositions of host authorities, employers, teachers, neighbours, all differ from each other as do those of authorities in the home country, civic, ethnic and religious leaders in the immigrant community itself as well as workmates, friends and relations, here and back there .....

So we go straight to the individual learner. Self-evidently. But do we ? Can we ? Is the learner accessible ? It is extremely tempting faced with the enormity of the task, to retreat before its challenge, to lower one's sights and to settle for something very much less. To retreat behind a linguistic or a pedagogical expertise on the grounds that I'm just a language teacher."

To sum up.

The aims and the learner-centred approach of the Modern Languages Project were found relevant to immigrant language learning. However, all the pilot projects found that the following factors should be given more attention.

1. The impact of the socio-economic position of a disadvantaged minority group on all aspects of the planning, teaching and learning processes.

2. The importance of the experience that adult immigrants have of language acqusition and language use outside the classroom.

3. The linking of the immigrant language learning programmes to other areas of information, knowledge, education and vocational skills.

4. The difficulties of cross-cultural perception and cross-cultural learning for students and for teachers.

I have dealt at some length with the major characteristics of migrants learning the language of the host country as I understand that most of you are not specifically involved in this area. But I take it that in most countries represented here - either as receiver countries or sender countries - the question of migrants is a crucial issue. I hope you will devote some time in the discussion groups to discussing this question.

What implications do these main characteristics of immigrant language learning have for teacher training ? It would be easy for me to refer to the lists of qualifications that my colleagues have presented. Migrant teachers need most of these qualifications. But what is it feasible to include in a rather short in-service training ? I think we have to concentrate on the in-service training for various reasons. Most teachers who are active now have no special training. Very few new teachers will be needed, since in most countries the number of migrants is not increasing. Initial training would need very few teachers. Immigrant teachers usually have one advantage however: they are native speakers of the target language.

If I ask what additional qualifications do immigrant teachers need, there is a danger that you get a cumulative effect and the natural reaction would be: such animals - or human beings - do not exist. Therefore it is very much a matter of priorities.

The four pilot projects all agreed that teacher training was the most important and urgent area of action. They identified the following fundamental issues:

a. understanding the experience of immigrants

b. teachers understanding their own role and responsibilities as social agents

c. being able to undertake diagnostic needs analysis of students within a communicative framework of language teaching

d. developing and handling appropriate classroom methodologies.

The working group at the Solbacka seminar dealing with the question of teaching Swedish as a second language made the following recommendations concerning teacher training;

a. it is necessary to integrate theory and practice. The linguistic, social, cultural and psychological aspects should not be separated from methodology. This will probably require teams of teacher trainers who work together

b. the teacher training should prepare for teaching adults and teaching children. It is necessary to work at the family situation and be aware of the problems that can arise in a migrant family including the problems of the second generation

c. the teacher training should be directed towards teaching for communication and immediate use of the language outside the classroom, linking these two together

d. the teacher training should be based on the same principles that the teaching of migrants is supposed to be based on: it should be learner-centred, based on the needs of the participants and develop their autonomy.

The Swedish National Board of Education has developed a programme for in-service training for teachers teaching Swedish as a second language "Say what you want". It is organised as a study circle with ten sessions. It is based on the Swedish Threshold level and consists of some reading materials, two video-cassettes, actually three, the BBC production "Cross-talks" is included as well, questions for discussions and exercises to try out in the teaching and report back on at the next session. The idea is that this study circle should run parallel to the regular teaching. The teachers should be released from their teaching for two lessons every week. They can try out the ideas and exercises in their teaching and discuss their experiences in the study circle afterwards.

The video-cassettes illustrate among other things some situations where migrants need a language. I would like to give you three examples.

1. An immigrant student has witnessed an accident on the way to the classroom, rushes in and asks what to do.

2. When the teacher enters the classroom one of the students stands at the window crying.

3. One of the students has been to the employment office where he had the experience that the communication didn't work. It was a Greek architect looking for a job. He was asked to consider working as a children's nurse.

These examples show above all three things:

a. the connections between the classroom and the outside world

b. the teacher becomes involved and has to communicate

c. the understanding of the situation of migrants in the majority society is essential for the teacher.

To sum up.

In most countries there is not initial training for teaching migrants.

Different kinds of people - housewives, students and teachers in the regular school system will be teaching migrants.

It is essential to concentrate on in-service training.

I have particularly emphasised the following aspects of teacher training for migrants:

a. understanding of the social and cultural background of the migrants

b. understanding of the economic, vocational and social situation of migrants in the majority society

c. the communicative competence of the teacher and the linking of the classroom situation with the outside world.

d. the integration of theory and practice.

There are no doubt other aspects that have to be considered. I have also referred to my colleagues dealing with the school sector and the adult sector. Teachers in all three sectors must have many qualifications in common.

In my paper with the summary and some questions, I have outlined some additional qualifications. Sweden is considering to arrange an international workshop dealing with the training of teachers for migrants as a follow-up to the Solbacka seminar. Therefore I would very much like to ask for your advice and recommendations as to the content of such a workshop.

I know that the time for group discussion is very short and there are many issues to be considered, but I hope you find some time in the group to discuss questions 1 - 3 and try to set priorities. For working groups III tomorrow, we might set up a special group dealing with the question of migrants.

To conclude:

Migrants concern all of us. Many countries feel that the teaching of the language of the host country to migrants is not very successful. There is a general agreement that the teacher training for teaching migrants should be improved. I would very much like you to devote some time to the questions concerning migrants in your working groups.

Summary and questions for the working groups

Background

The approach of the Council of Europe modern languages project has been applied in the field of migrants learning the language of the host country in pilot projects in four countries, France, Germany, Sweden and the United Kingdom. This approach has as its main objective teaching languages for communication. It includes needs analysis, specification of objectives, evaluation, self-assessment, development of methods and materials and teacher training.

Results

Immigrants are in a surrounding where the target language is spoken. They have immediate survival needs. A problem is the development of a long-term comprehensive curriculum.

Immigrants are members of ethnic minority groups. They often have a very low social status and meet even prejudice and hostility from the majority population. Immigration has often led to permanent settlement. Language plays an important role in vocational and social interaction with the majority population, but language learning cannot be treated in isolation from social and economic measures.

Immigrant language learning is different from both foreign language learning and first language acquisition. Language plays an important role in the transmission and formation of values, identity, culture and knowledge. The process of learning the language involves some insight into the social and cultural values of the majority population, usually against the background of hostility and resentment.

The actual process of needs analysis and specification of objectives for migrants is very complex, because the groups of migrants are very heterogenous and the experiences of migrants very remote from those of the teacher.

It was necessary in the four projects to explore methods of coping with cross-cultural perception, the changing nature of needs and objectives and the diversity of migrant learners.

To sum up

The aims and the learner-centred approach of the modern languages project were found relevant to immigrant language learning. However, all the pilot projects found that the following factors should be given more attention:

1. The impact of the socio-economic position of a disadvantaged minority group on all aspects of the planning, teaching and learning processes.

2. The importance of the experience that adult immigrants have of language acquisition and language use outside the classroom.

3. The linking of immigrant language learning programmes to other areas of information, knowledge, education and vocational skills.

4. The difficulties of cross-cultural perception and cross-cultural learning for students and for teachers.

The institutional setting of languages programmes for migrants differs from one country to another and shows more variation than for the foreign language learning. The ethnocentricity of each system and the impact institutions have on opportunities for individuals is in direct contradiction to a learner-centred approach and to a cross-cultural awareness and learning.

Questions

1. Are these the main characteristics of language learning by migrants and the differences from foreign language learning? Are there others?

2. Do you agree that the main principles of the modern languages project also apply to language learning by migrants?

3. If so, what are the implications for teacher training? What knowledge, skills and attitudes should a good teacher have?

   - Understanding of the social and cultural background of migrants

   - Understanding of the economic, vocational and social situation of the ethnic minorities in the majority society

   - Linguistic and communicative competence - knowledge of functions, notions and grammatical structures and ability to communicate in the target language

   - Knowledge of learning psychology with special reference to second language learning by migrants

   - Knowledge of and ability to handle classroom strategies and methodologies for teaching communication

   - Ability to analyse needs and specify objectives in a classroom situation and to involve the students in this process

   - Ability to help the students to develop autonomous learning

   - Ability to analyse and develop materials for communicative language learning

   - Ability to develop self-assessment by the learners in language learning

   - Other qualities?

4. Is it possible to make generalisations about teacher training in the field of migrants? What national, regional and institutional differences are there?

   - Teachers with different mother tongues (the target language and the native language of migrants or both)
   - Full-time or part-time teachers
   - Teachers with different kinds of teacher training and teachers without teacher training
   - Differences in organisation, contents and methods of teacher training, both initial and in-service, in different countries

5. What can be done at an international level?

   - International workshops
   - Exchange of experiences
   - Guidelines for teacher training

6. In what problem areas could international workshops for teacher trainers be arranged?

   - Organisation of teacher training
   - Contents
   - Methods for needs analysis, specification of objectives and evaluation

7. How should the results of such workshops be disseminated?

   - International participation
   - Documents.

REPORTS OF WORKING GROUPS II

25 May 1983

GROUP 1

Chairwoman: Mrs V TOCATLIDOU
Rapporteur: Mr D COSTE

Group 1 continued its work of the previous day by first considering a proposal from one of its members for a redistribution of the possible qualifications of the language teacher in terms of attitudes, know-how and knowledge. The arrangement adopted, takes the form of a generic presentation whose effects may be variously weighted, depending on situations: initial/further training, teacher training that reflects different school systems, adult education or the needs of migrants.

As there was insufficient time to examine all the questions raised by earlier statements, written and oral, the group agreed to concentrate on in-service training, not forgetting that this aspect is closely affected, in its aims, content and methods, by the form which may have been taken by the initial training, if any.

There was some discussion, in passing, of the connotations underlying the French term "formation" (training), which still frequently conjures up the idea of "conformity" in teaching, rather than the encouragement of initiative or the independence implied in the concept of "self-training".

In an endeavour to describe different aspects of in-service training, each concerning a different public, the group called on the experience of three of its members who are all responsible for organising the further training of modern language teachers, the first on behalf of the Goethe Institut, the second in the framework of the French Chambers of Commerce and the third as part of his duties at the Turkish Ministry of Education.

As discussion and comparison proceeded, the group was essentially guided by the argument that, as soon as the option of language learning for communicative purposes is adopted, all the talents, knowledge, know-how and attitudes typical of the language teacher are very much the same at a given level of generic analysis, whatever the teaching sector under consideration.

However, apart from individual differences which cannot of course be overlooked, considerable variations exist, depending upon the sectors:

- as regards the origins and learning levels of the different types of learners considered (schoolchildren, adults, migrants);

- as regards the profiles and needs of the teachers working in these different sectors (1);
- as regards the conditions governing the in-service training of such teachers (2).

One and the same series of professional qualifications will therefore result in variable weightings and priorities in the potential training curricula.

Discussion of the three concrete cases described by members of the group could not be pursued very far, but it did at least bring to light these causes of variation. For each of the cases in question, moreover, it was found that a form of international co-operation existed.

A. Types of in-service training provided by the Goethe Institut, for teachers of German in schools

Whether or not they are linked with the national education system, these activities are often represented as a compensation or partial corrective for the inadequacies of initial training. It is not unusual for teachers themselves to shy away from group work, to be reticent about speaking in the foreign language before their colleagues. The in-service training provided can therefore exercise at the outset a beneficial effect on attitudes and self-assurance, while at the same time insisting on practical pedagogics, familiarisation with different class practices and, in the case of certain courses held in the Federal Republic of Germany, contact with day-to-day civilisation.

The type of training varies from one-day teaching conferences to courses lasting several weeks (during the holidays). Sessions lasting several days or a weekend are less common, so far as the efforts of the Goethe Institut in France are concerned.

B. Internal training of adult class teachers at the language centres of the chambers of commerce

Language teachers recruited by the chambers of commerce are selected on the basis of professional and personal criteria which take into account the "communicative" aspect of language teaching. The training peculiar to these centres, which is to a large extent individualised and based on the direct experience of the class, is here essentially directed, with considerable variations depending on the teachers' earlier careers (often in other callings), towards completing and widening pedagogical abilities, discovering the professional world of the adult learners concerned and the operational conditions attending the training of adults when it is dispensed, for example, in a firm.

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(1) Even though there is some similarity between the three groups (eg in regard to the number of individuals involved), school teachers have on average not passed through the same educational and professional channels as those working with adult pupils; and, of course, the entire group of those dealing with adult migrants cannot, by its very diversity, be confused with either of the others.

(2) Whether or not because of regulations, or for institutional reasons, the in-service training arrangements for the three sectors may sometimes overlap, but they are in no sense the equivalent of carbon copies.

The training of internal "multipliers" is also ensured by brief seminars or sessions calling on external specialists not always involved in language teaching as such. Other courses consist of three-week sessions (using three training modules) in liaison with the international certificate network, to which the chambers of commerce language centres now belong.

C. Large-scale project for the further training of teachers within the school system, organised by the Turkish Ministry of Education

This third case is clearly distinguished from the two others by the dimensions and institutional character of the in-service training activities involved. Over the last 15 years, as part of a multilateral Council of Europe project, Turkey has completely renovated its language teaching textbooks for the six years of secondary school: it has started retraining the teachers already in service and preparing aspirants to the profession in the use of the new books. At the present stage, this first reform of the training programme, primarily aimed at certain methodological experiments and teaching theories, is in process of revision and modification, and is being made more flexible. Efforts are also under way to diversify teaching techniques, and encourage teachers to show some degree of independence vis-à-vis the textbook. From some points of view, there is a need to change attitudes that earlier ventures in further training had helped to create or to harden.

There was - regrettably! - insufficient time for the group to contrast with these three experiences a case in which language teachers were undergoing training for the instruction of migrants.

GROUP 2

Chairman: Mr R C WILLIAMS
Rapporteur: Mr S McDERMOTT

MR SALIN's PAPER

The group agreed entirely with the four points made by Mr Salin concerning the impact of the socio-economic position of a disadvantaged minority and all that follows from such a position, in learning the language of the host country.

The group put forward the following three proposals:

1. The training of migrants may be more successful if the same teacher could teach the children and the adults the language of the host country. This demands of the teachers a great deal of contact with and a great knowledge of the cultural life of the migrant community. It also tries to cope with their real problems which arise when the children are integrated into the life of the host country and the parents left behind.

2. The Council of Europe should encourage more developed forms of co-operation between the two countries concerned.

3. A special group should be set up within the participants to this symposium to discuss the specific problems of migrants. The point was made that there are hopeful signs that teachers in schools are encouraging and promoting the idea of a multicultural society, but the problems remain when society at large is not yet ready to accept these generous ideas.

MR SCHÄRER's PAPER

The group accepted the principal points of Mr Schärer's paper but did not have time to answer all his searching questions. The group stated that greater co-operation and co-ordination could take place between the secondary school sector and the adult sector as it is usually the case in most member states the same teachers who teach in both systems. Initial and in-service teacher training should take account of this as teachers need similar basic qualifications, though the conditions of learning and teaching are different. For example, children entering the secondary sector have gone through the same system and have had similar learning experience in the primary school, whereas the teacher of adults is faced with individuals of very different backgrounds and has to be prepared for "the more unexpected situations".

Some members of the group pointed out that most teachers of adults are non-natives with an insufficient command of the language they teach, and a lot of natives who ~~have~~ had very little training to teach adults.

There is on the private adult sector a group of highly trained and professional teachers and teacher trainers who could be called upon to train and educate their colleagues in this area.

The idea was put forward that the Council of Europe could help to prepare a framework for the compilation of a basic programme for the training of teachers of adults which the individual member states would be free to implement in their own countries, ie a threshold level of basic competence for teachers of adults.

MR GIRARD's PAPER

The group agreed with the four points/proposals on the present content of the initial training of teachers which emphasised the savoir and the savoir faire of a competent language teacher. The group would also like to add the idea of savoir-être to savoir and savoir faire. Some time was given to the importance of in-service training - formation continue - of teachers if a successful implementation of the communicative approach as outlined by the work of the Council of Europe is to take root. Enormous task ahead, a figure of 100,000 foreign teachers mentioned - figure much greater than this (as it is estimated there must be 100,000 foreign language teachers in France and the United Kingdom). Problem discussed of getting these teachers to in-service courses.

GROUP 3

Chairman: Prof. R P GIRARD
Rapporteur: Mrs D GAILLARD

The starting point for our discussions was the finding - based on the questions raised in the three reports together - that almost all the qualities required for language teaching are common to the school course, the training of adults and that of migrants.

This initial hypothesis was, however, much more finely shaded by the end of the day, when we took a closer look at the problem of migrants, which revealed different requirements vis-à-vis the teacher, on account of the socio-political problems linked with the origin of the groups concerned and the situation of the host country.

Nevertheless, the analysis of the reports clearly showed that there were a number of salient points.

A. The first of these concerns the priority accorded by the group to in-service training, which it felt to be the form most amenable to international co-operation, Ub spite of this, the importance attaching to it must not result in our overlooking the value of initial training, which each country organises as best it can; on the contrary, in-service training must be part and parcel of a harmonious whole. The group considers that continuity between both forms is extremely important, all the more so as it appears to be non-existent in most countries. Indeed, participants emphasised, as regards each of their countries, that a serious gap is observed between pre-service training of university type and the practical effects of in-service training.

One of the guiding principles must be greater "professionalisation" of teachers, through the convergence of the different information sources - university, experience gained, administration etc... For all the aspects of knowledge required for teacher training, which have been listed in the works of M. Girard just as much as in those of Mr Schärer or Mr Salin, seem to us entirely necessary - but it is just as necessary, in our view, and indeed essential, to build bridges between those who traditionally disseminate that knowledge, each from his own side. In that connection, France cites the example of CEFISEM, a body which endeavours to forge links between the university and the teachers in their classroom.

B. Another unanimously held point of view which may help to characterise in-service training is that it must avoid inducing in the teachers the form of passive approach to which their experience as students has accustomed them and which they tend to perpetuate. Teachers undergoing in-service training will surely feel more motivated to pursue it, and more sensitive to their own needs, if the starting point for their experiences of such training is at all times a practical learning situation. In other words, they should not be subjected to ex cathedra lectures on semiology, phonetics, discourse analysis or some such topic, but should rather be plunged into a teaching/learning situation which is familiar to them and then guided to reflect upon it.

One member of the group proposed the overall planning of an in-service training system which would substitute for the notion of multiplication that of diffusion. "Multiplication" implies the transmission of ideas, concepts etc, from the top downwards, simply with the aim of ensuring that the recipient shall put them into practice; "diffusion", on the other hand, implies an unstratified whole within which several sectors would be working together - creative planners, researchers, teachers with their particular needs (subjective and objective), and producers of educational material. The ultimate result would be the circulation of new ideas, critical analyses and corrective trends which would prove rewarding for all the sectors involved. Such a system would have the further advantage of being easily linked with equivalent systems in other countries and would thus lend itself admirably to international co-operation.

GROUP 4

Chairwoman: Prof. N GALLI
Rapporteur: Mr T K RASMUSSEN

It was strongly felt by the members of the group that the very large number of questions to be discussed in little more than two hours was a prohibitive task, even in terms of just choosing the questions to be answered. The papers were not therefore examined but they were on the whole accepted as a possible framework for future work in the project.

Another line was taken, which was to talk about the participants' background, problems and requirements for the workshops. Among other points we tackled: difficulties in pre-service university training and teacher training courses as they are held by some of the participants. Experiences were compared among members of the groups from different countries and institutions.

As a result of the discussion a number of topics emerged as suitable for workshops, in the areas of adult education and schools. Some points raised in the migrants area were left to be brought to the group that may be set up later for that particular discussion only, since no member had any great personal experience in the area.

The topics that were discussed and suggested as relevant for workshops will be further dealt with in the work of the group tomorrow and they are presented here in a preliminary non-final way. After the discussion tomorrow, we may be able to come up with a priority list. Some of the topics that I will mention in a moment may be left out or reformulated and others will be added. The topics suggested were:

1. Workshops aiming at creating a new mentality both in trainers and trainees, like university students, stimulating them towards enhancing communicative ability.

2. Workshops on new ideas on how to get trainees actively involved.

3. A workshop in which trainees should be made to analyse their own needs and work out their own curricular. This should constitute a basis of experience for dealing in the future with needs and curricula of their target groups.

4. Some members felt the necessity of introductory workshops designed to give an overall and thorough preparation. These are meant for teachers who, in some countries, find themselves in the awkward circumstance of being already in service and having to teach a subject, in this case a language which they have not yet been trained to teach.

5. Finally a workshop dealing with mixed ability groups.

At the end of the working session, it was suggested that some time could be used tomorrow by the group on concrete examples of workshop procedures.

GROUP 5

Chairwoman: Dr. D HEINDLER

Rapporteur: Ms R PETRO

SUMMARY OF DISCUSSION ON MR D GIRARD's PAPER

Group 5 tried to concentrate on a few areas to which they attach special importance.

With regard to I, dealing with INITIAL TRAINING:

Point 1 - should include the question:

> "Is the teacher capable of viewing himself/herself as a life-long learner and willing and able to maintain and increase his/her linguistic skill?"

Point 2 - 2.4 should also mention "socio-linguistics".

2.5 should be added:

> "What room is given to studying human interaction processes and group dynamics?"

Point 3 - 3.1 add "... also with regard to a variety of conditions including vocational teaching, teaching adults etc".

Point 4 - 4.3 Is a spirit of research and autonomy encouraged and NOT ONLY the learning of ROUTINES?

NB: Although theoretical knowledge and practical training are treated separately here, the general approach to language teacher training proposed envisages the close correlation of theoretical and practical issues. Classroom procedures and teaching techniques should always be related to the overall conceptual framework of communicative language teaching and the consideration of theoretical issues should include some indication of their implications for practice.

With regard to II, dealing with IN-SERVICE TRAINING

Point 1 - we would like to have the word "analyse" changed to "identify" wherever it appears in this text.

Answers to question 1:

- various research techniques are possible to find out about the specific needs;
- teachers should be involved in planning in-service training courses.

Point 2 - 2.1 We feel that rather than provide information we would attach particular importance to WORKSHOPS lasting for several days involving active and creative participation and the undergoing of social and professional experience.

2.2 One of the areas of interest could be the production of materials which can meet the requirements of communicative teaching.

2.5 Group 5 is of the opinion that there should be NO FIXED proportion in each of the mentioned areas but that the amount of time spent on those should be allocated flexibly according to the needs of the participants.

Point 3 - change "analyse" to "identify"

3.2 Re-phrasing: How does one attempt to identify the future needs of pupils and how does one cope with the variety of needs in the classroom at the same time taking into account the change of needs which is likely to occur during education?

3.3 Re-phrasing: How does one stimulate immediate need by creating language situations in or outside the classroom?

Add: How does one build up the ability of autonomous learning in the students?

SUMMARY OF DISCUSSION ON MR SCHÄRER's PAPER

The group agrees in general with the points put forth by Mr Schärer and proposed the following amendments:

a. are sufficient to accomplish the objectives successfully across the widest possible range of European languages and to reach the maximum number of teachers;

b. provide frameworks in which trainees can express their needs and try to identify the needs of their learners;

d. offer opportunities for practical application in the classroom and for self-assessment of performance;

e. provide practice, to the extent to which this is feasible, in choosing ...;

f. give opportunities, to the extent to which this is feasible, for contact ...

The following answers were agreed upon:

Point 1 - Information through any appropriate channel available should be given, more ambitious approaches through workshops, seminars, media packages.

Point 2 - Three groups should be concentrated on:

- multipliers;
- the teachers in general;
- administrators.

SUMMARY OF DISCUSSION ON MR SALIN's PAPER

Migrants and their families

- The group agrees that the list (1-4) covers all important points, however it wishes to stress the importance of attaching special interest to the language problems of second generation migrant learners (language of host country - mother tongue).

- The group wishes to stress the fact that all problems and questions related to learning in school are true for migrants as well; however: less self-confidence, deprived socio-economic situation.

- Wishes to stress the need for building up the correct social skills with migrant learners who very often have a survival knowledge of the host country's language.

- The group feels that an important quality for these teachers is a positive attitude towards entering into genuine communication with the learners (cf Mr Edelhoff's paper, point 8, to share meanings, experiences, feelings with their learners).

- Teacher should be able to create stimulus for further learning.

1. - Should develop the ... ability to analyse and use authentic materials flexibly for communicative language learning.

2. - Should have ... understanding of the social and cultural and if possible the linguistic background of migrants.

   - Should have an ... awareness of the need to pay special attention to the differences between the communicative strategies of the migrant and those of members of the host country.

GROUP 6

Chairwoman: Mrs Maria da Piedade MENDES
Rapporteur: Mr B C KING

A. MR GIRARD's PAPER

1. The group found it important - but not necessarily easy - to restrict discussions to the context of Project 12.

2. After much animated discussion, this group agreed to recommend:

   a. that there should be a bias in Project 12 workshops on in-service, rather than pre-service training. (Two members made a strong plea for a concentration on pre-service training);

   b. that within this context of in-service training, the most efficient system might be to work via a network of multipliers; workshops should concentrate on in-service trainers, who might in turn work thereafter with in-school multipliers (cf Portugal - "delegates" and United Kingdom - heads of department);

   c. that workshops for in-service trainers should be in the same style as the courses they would run in turn for teachers.

3. As a general principle (rather than a Project 12 specific issue) teacher trainers should have had - and preferably should continue to have - classroom experience. The problem encountered by administrators/in-service trainers in this respect were noted.

4. Within the time restraints it was not possible to get far with proposals for workshop-topics and workshop-styles. The following topics were mooted:

   4.1 how to enable teachers to incorporate Projects 4 and 12 into the teaching of mixed ability groups;

   4.2 how to enable teachers to use their attainments to move towards communicative activities and a communicative classroom.
   NB: included in this would be how to construct teacher profiles, in order to be able to start from teachers' strengths;

   4.3 exchanges of information between teacher trainers of the member countries, using concrete examples (eg video) wherever possible;

   4.4 how to encourage the creation of and use of multi-media.

B. MR SCHÄRER's PAPER

1. An adult teacher training programme was felt to be of a high order of importance, given the complexity of the task.

2. Such a programme should encourage and foster this ability within teachers to develop their own strategies in response to the varied and complex teaching situation.

3. It would be most useful to aim for the ideal of a trainer multiplier in each adult teaching staffroom. This multiplier might be then this target, and will vary according to the country concerned.

4. Styles

   4.1 Short courses can be useful, if the focus is sharp; longer courses will be necessary to deepen conviction, styles, methods etc.

   4.2 Where course members prepare (and use) their own materials, in which certain principles are implicit (eg CDCC 4), regression rates are usually lower.

5. All this implies an intensive, long-term and therefore expensive programme.

C. MR SALIN's PAPER: Migrants

1. Again, a training programme is of a high order of importance, because teaching circumstances are highly complex.

2. Statements of principle

   2.1 It is desirable that teachers of migrants have knowledge of the migrants' own language(s).

   2.2 Teachers should have sound knowledge of the social and cultural background of the migrants.

   2.3 Although these are apparently statements of principle, they have implications for training programmes.

3. It was suggested that it would be fruitful to train actual immigrants to be the teachers, where possible.

4. Returned migrants are a great problem: the Greek members described "returners" who cannot read or write their language, even though they can speak it fluently. The Greek members need a lot of help.

Plenary session - Thursday 26 May

In-service workshops for language teacher trainers: national problems and international co-operation

by

Mr John TRIM

Summary and questions for the working groups

Our symposium has so far been devoted to the establishment of common principles which can guide our co-operation: a view of language learning for communication and the needs of practising teachers as they try to manage the learning process.

However much we agree on such principles, the diversity of our countries means that each national (even regional and local) situation presents its own problems and demands its own specific solutions. It will be readily appreciated that given wide divergencies between the levels and degrees of responsibility carried by decision-makers in different systems, participants in formal meetings and symposia can have entirely different expectations as to what the meeting can lead to.

Differences in the stage of economic development reached by different countries have a considerable effect on all kinds of educational provision - the age at which compulsory education begins and ends, the size of classes, the availability of books, audio and visual recorders, length of study, provision for initial and in-service teacher training, opportunities for travel and study abroad etc, all depend on the resources a particular economy can make available.

The socio-economic relations between language communities also vary widely in their linguistic effects. The size, economic power, patterns of trade and cross-frontier mobility, the availability in the various languages of communication products such as books, films, TV programmes etc for different purposes, will effect the extent of exposure to particular languages in daily life, and hence their major reality and motivating power in the education system. The political status of a community will affect the international currency of its language and its willingness to devote a particular proportion of the gross national product to foreign language learning. All these parameters interact to give each country a unique set of conditions in which language learning takes place, and in addition there are less tangible but perhaps sometimes equally powerful factors of intellectual tradition, values and beliefs which together determine to a large extent the submerged body of presuppositions which participants in international encounters bring to the event and on which the success of their interaction depends.

What can an intergovernmental body such as the CDCC, with limited resources and no authority to issue directives, hope to achieve in so highly diversified a situation beyond an awareness of common interest and common principles for the planning, conduct and evaluation of teacher training programmes? Among the ways in which it might assist institutions in member countries concerned with priority areas of language learning are the following:

By establishing a framework within which co-operation between institutions can take place at a series of different levels, so that the principles of learner-centred systems development can be more widely applied in teacher training programmes and the creative interaction of institutions may be fostered.

By developing concrete models for teacher training programmes of different kinds, which would provide flexible options that can be adapted and put into effect according to local circumstances thus demonstrating in action the practicability of the principles of the project, which can be realised by a variety of language teaching techniques.

By encouraging the further development of mutually supportive relations between institutions, teachers and students so that the needs and characteristics of the individual learner and of the individual teacher can be increasingly taken into account.

By undertaking a series of practical actions in which Council of Europe experts co-operate with the participating teachers and multipliers to develop strategies and methods which will help them to implement the principles of the project in their own countries at national, regional, local and institutional levels. Proposals put forward by the CDCC must of course take proper account of the resources available, both material and human, so that the measures proposed may be feasible and cost-effective.

The Council of Europe's limited resources are perhaps best employed at this stage in facilitating national programmes by mediating international expertise and experience. This may take such forms as:

- the holding of one or more symposia on teacher training policy;
- specialised conferences on aspects of teacher training;
- visits (unilateral, bilateral and multilateral) by teacher trainers to corresponding institutions in other member countries;
- a widely distributed newsletter giving teachers information on new developments, materials and techniques;
- the commissioning and publication of studies, course models and reports;
- internationally staffed and organised courses and workshops for teacher trainers.

Courses and workshops for teacher trainers seem to be a particularly promising way of influencing rapidly the work of large numbers of teachers throughout Europe.

If, say 6-10 five-day courses could be held each year, in three years some 20-25 courses might be held covering the three priority areas. Some 600-700 participants would be involved, themselves all able to reach directly up to 75,000 present and future teachers in initial and in-service training, or as advisers, inspectors etc. Since the participants would be highly qualified, they would bring their experience and expertise to the examination of such problems as materials production, classroom techniques and testing procedures within a communicative framework. A series of practical publications would be an important spin-off.

Questions

In respect of each member country represented in your group,

1. What are the most important obstacles to be overcome in order to produce a national teaching force capable of implementing Committee of Ministers Recommendation R (82) 18? In particular, what problems are posed by measures 11 and 13? What special problems are raised in the case of teachers of languages to adults?

2. In what ways could international co-operation help to overcome these obstacles and solve the problems?

3. Given its financial, human and material resources, what could Project 12 most usefully contribute?

In-service Workshops for Language Teacher Trainers

Questions

a. GENERAL

4. In what order of importance would you place the following possible functions for workshops:

a. the training of future teacher trainers

b. in-service training for teacher trainers through exposure to the concepts and methods of the Council of Europe Modern Languages Project

c. exchange of ideas and experience among teacher trainers in member countries

d. examination of a particular problem in teacher training

e. practical experience in the training of teachers.

5. What problems of teacher training would you consider suitable for treatment in a workshop of the kind envisaged?

b. SPECIFIC

If specific offers of workshops by governments or institutions are considered in detail answers to the following questions would be valuable.

6. What arrangement for accommodation, staffing, recruitment and finance can be envisaged for workshops organised by your institution/government?

7.

a. What type of workshop is envisaged?

b. What number of participants is envisaged?

c. What is the desirable profile of participants?

d. What are the desirable characteristics of:

.1 the Director of Studies
.2 other members of the teaching/animating staff?

e. What method of working is envisaged?

f. What are the aims and objectives of the workshop?

g. What are the expected products of the workshop?

h. What further information/suggestions can be provided? (eg draft timetable, possible date and place etc).

In considering an answer to these questions, participants may wish to consider the following proposals made within the Project:

1. Conclusions and recommendations contained in CDCC (81) 36 pp 28-31, esp. para 10.
2. «Modern languages 1971-81», Chapter 2.8, pp 75-79, and Chapter 6 para 4, p. 175.
3. CC-GP4 (82) 3 II D pp 10-11.
4. Recommendation No. R (82) 18 of the Committee of Ministers, esp. paras 11 and 13.

REPORTS OF WORKING GROUPS III (a)

26 May 1983

GROUP 1

Chairwoman: Mrs V TOCATLIDOU
Rapporteur: Mr D COSTE

TEACHER TRAINING AND INTERNATIONAL CO-OPERATION

A. Questions 1 to 3 in the preparatory documents submitted by J L M Trim

On the basis of a rewarding discussion on the state of in-service training for language teachers in Iceland, Turkey, Belgium, Greece and, from some aspects, France, Group 1 successively identified:

- a number of recurrent problems;
- various forms of international co-operation;
- certain elements for a position statement;

and expressed certain desiderata in regard to international co-operation.

1. Recurrent problems

- The training of teacher-trainers and the way it is recognised in the relevant laws still seem to present difficulties: how are teacher-trainers trained? Apart from the university bodies and the inspectorate (where it exists), what other categories of tutors, educational advisers and permanent or non-permanent staff of training centres should be singled out or provided for?

- Operational conditions of in-service training: what budgetary and human resources are made available? Is the training an integral part of the actual service (wholly, partially or not at all)? There are frequent difficulties in replacing or releasing teachers for further training.

- There is often a lack of harmonisation, or co-operation, between existing resources for further training and the bodies capable of contributing to them.

2. Forms of international co-operation

Bilateral co-operation takes various forms: study fellowships, courses, stays in foreign countries, teacher exchanges (post-to-post), missions by foreign specialists, visits by inspectors, programmes for language assistants; it takes place under an overall annual or longer-term programme on the basis of inter-country cultural agreements, but it may also consist in isolated arrangements for a given field, or result in the establishment of special institutions wuch as the Franco-German Youth Office; it may also play a part in the in-service training of teachers.

In addition, the efforts of bodies such as the Goethe Institut, the British Council, the Bureaux d'Actions Linguistique des Services Culturels Français etc are already well known.

- Multilateral co-operation: this may be started among several countries for a particular project; sometimes institutions like the Nordic Council have a hand in it.

- International co-operation affects the in-service training of teachers through the efforts of such bodies as the Council of Europe (Projects 4 and 12; bursary scheme for short courses) or other types of organisation (Commission of the European Community, International Federation of Modern Language Teachers etc).

- Organisations offering the international co-ordination of certificates awarded to language learners are also worthy of note.

3. Elements for a position statement

a. International co-operation directly or indirectly concerning the in-service training of teachers is today far from negligible; over the years large-scale budgetary funds and human resources for it have accumulated.

b. Nevertheless:

  - its possibilities are not always well known (eg Council of Europe bursaries);

  - they are not always properly exploited (eg foreign assistants);

  - projects are sometimes mutually incompatible;

  - the "richer" countries and the "major" languages tend to benefit more from bilateral co-operation wherever some degree of parity/reciprocity between the partners is possible;

  - where there is a more marked imbalance between the material means available and the respective status of the language concerned, bilateral co-operation sometimes gives the impression of simply taking over imported training methods and syllabuses lock, stock and barrel, without paying any real heed to local situations; it may also happen that one of the two countries sets up large centres for teaching its language, but gives none of the professional support desired by the teachers or authorities of its partner country;

  - international co-operation seems to have much more solidly benefited the in-service training of teachers working in schools than of those dealing with adults;

  - generally speaking, international co-operation has so far addressed itself very little to the training of language teacher trainers.

4. Recommendations

As an aspect of international co-operation, especially on the initiative of organisations such as the Council of Europe:

- more should be done to publicise the opportunities for the training of language teachers offered by international co-operation in its various forms;
- co-operative efforts, both international and national (at whatever level) should be better concerted and interrelated;
- inter-language activities should be developed, again at the international and national levels;
- certain practical forms of bilateral, multilateral and international co-operation, already existing, should be deliberately set aside for the training of modern language teacher trainers.

With this in mind, the group expressed the hope, inter alia, that Council of Europe fellowships be specifically earmarked for efforts of this type.

The group also supported other recommendations frequently voiced in regard to international co-operation applied to teacher training.

International co-operation should, through its own impetus and possible spin-off, contribute towards:

- ensuring that every language teacher, present and future, makes a stay in the country whose language he teaches;
- improving the international dissemination of the documents and other material of potential concern to the initial and in-service training of language teachers;
- ensuring, finally, that the teaching of "minority" languages be given greater attention in countries where it is today practically non-existent; here too international co-operation in modern language teaching could help to produce a more balanced system of exchanges.

GROUP 2

Chairman: Mr R C WILLIAMS
Rapporteur: Mr S McDERMOTT

Mr. Trim's paper - discussion of questions on page 101

1. University studies do not provide an adequate preparation for foreign language teachers. The study of applied linguistics in many cases is not obligatory.

2. Initial trainee teachers do not receive an adequate preparation for the life of the classroom.

3. The in-service training of teachers does not command the resources it deserves and needs.

4. Inappropriate evaluation of the learning processes and exam systems which have a very negative backwash effect on what happens in the classroom.

5. Mixed ability teaching.

6. Poor motivation of the student especially after the first two to three years of their language learning.

These problems are interrelated and interdependent.

Feminisation of the teaching force and the problems this posed for INSET due to family commitments.

A lot of international going on at bilateral agreement level. These measures could be developed at an international level.

Some examples of bilateral agreements/proposals:

1. exchange of inspectors/advisers among the member states;

2. teachers of the same target language attending courses together in the country of the language they teach;

3. the same formula could be extended to teacher trainers;

4. the group recommended that a greater amount of the resources of the Bursary Scheme should be devoted to teacher trainers for the remaining time of Project No. 12.

Question 4 (page 102)

Order of priority
1 (b)
2 (d)
3 (c)
4 (e)

We consider that these areas are interrelated.

Question 5

1. Mixed ability teaching / La pédagogie differenciée.

2. Communicative methodology / communicative techniques in the classroom.

   Some components:

   a. comment orienter les professeurs vers la vraie communication à partir de leur approche situationnelle;

   b. group work / pair work;

   c. role-play / simulations;

   d. games.

3. Graded levels of achievement and their evaluation.

4. Comment intégrer la civilisation dans une approche communicative.

5. L'approche communicative et l'exploitation des documents écrits authentiques y compris les textes littéraires.

6. L'élaboration d'une unité d'apprentissage dans une approche communicative ... atelier production.

7. How to help learners achieve a progressive autonomy in his/her learning - autonomy seen as a point d'arrivée and not a point de départ.

8. All aspects of assessment and evaluation of communicative ability in all its aspects.

9. Stratégies de l'apprentissage de la compréhension.

GROUP 3

Chairman: Prof. R P GIRARD
Rapporteur: Mrs D GAILLARD

In general, to judge by the situations in their respective countries as presented by the group members, particularly Greece, France and Spain, the opportunities for international co-operation offered by governments are limited. Budgetary restrictions are further bedevilled by the cumbersome apparatus of bureaucracy, so that even already existing resources are underemployed. Members were thus led to suggest that, alongside new forms of co-operation such as the courses which are the subject of the present symposium, the Council of Europe should also request member countries to profit to the full from current possibilities and develop them further.

These include:

1. exchanges between post and post;

2. pupils exchanges, with the suggestion that countries show greater latitude in dealing with this matter;

3. exchanges at local level, involving town-twinning and other similar arrangements which result in contacts going beyond the merely scholastic;

4. maximum use of the fellowships offered by the CDCC, about which it is found that in a number of countries information is scanty and often tardy;

5. extension to other geographical contexts of a system of courses already practised in certain countries which invokes the aid of semi- or non-governmental organisations. Such arrangements benefit by more generous financial subsidies than those of governments and are organised on a small scale, thus allowing greater flexibility and better adaptation to the teachers' needs. One example is the holding, in a frontier area, of a course whose target language is common to the two or three countries involved, who would jointly finance and arrange it. Such courses might perhaps last only for a 2- or 3-day weekend.

GROUP 4

Chairwoman: Prof. N GALLI
Rapporteur: Mr T K RASMUSSEN

The group did not answer questions Nos. 1-2-3 directly because

a. it was felt that the answers to the following questions would implicitly answer No. 2 and 3;

b. due to problems of time it was felt that No. 1 was less urgent than facing the following list of questions of a more concrete nature.

Question 4: functions of the workshops

The group felt that point (a) and (b) under this question ought to be grouped together in that in many cases the two figures mentioned (teacher trainers and teachers) coincide. The other functions ((c), (d), (e)) were not put in an order of importance because they were felt to be all equally important or inherent in the type of workshop we envisaged. Workshops cannot but be practical, have to focus on one or more problems and, if they are international, must necessarily bring exchange of ideas and experience in the member countries. The practical aspect should be emphasised and made explicit in the presentation of the workshops, since up to now the work of the Council of Europe has not yet been addressed directly to the practical teacher. Efforts should be positively made to show that now it is the individual teacher that the project wants to reach.

Question 5

The list of topics handed in yesterday was slightly altered but no order of importance was introduced. The topics figure here in the order in which they were raised:

1. self-awareness for teachers as part of their training;
2. social skill (from non-linguistic to strictly linguistic communicative strategies);
3. role of universities in initial training;
4. workshops aiming at creating a new mentality both in trainers and trainees, like university students, stimulating them towards enhancing communicative ability;
5. workshops on new ideas on how to get trainees actively involved;
6. a workshop in which trainees should be made to analyse their own needs and work out their own curricula. This should constitute a basis of experience for dealing in the future with needs and curricula of their target groups;
7. mixed ability groups;

8. the problems of teaching the less taught languages of Europe, like Greek or Italian (lack of materials, problems arising from the adaptation of methods and ideas for materials designed from typologically distant languages etc);

9. migrant education tackled from the point of view of both teacher and receiver countries, in order to try and co-ordinate effort in an international co-operation. Emphasis should be put here on the cultural component.

GROUP 5

Chairwoman: Dr. D HEINDLER
Rapporteur: Ms R PETRO

Summary of discussion on national and international co-operation

With reference to the questions on page 4:

A. Obstacles to be overcome:

- reluctance of teachers to spend their free time for INSET;
- reluctance of highly qualified teachers to accept retraining;
- insufficient capability of teacher trainers capable of preparing their students for the demands of a communicative classroom;
- inadequate procedures for reaching those teachers who are reluctant to accept retraining;
- lack of incentive to undergo retraining such as recognition of skills obtained through retraining, and often a lack of school structures which enable the teachers to implement what they have experienced in retraining;
- existence of exam systems that do not reflect the objectives of the communicative approach and thereby make the teachers afraid that they do not prepare their pupils well enough if they do not use any other than the traditional approach.

B. Suggestions of how to overcome the obstacles:

- making workshops relevant enough so that participants do not feel that they are wasting their time but feel that what they learn will make their job more pleasant and successful;
- organising workshops for multipliers with special regard to methods for promoting fruitful group dynamic processes;
- initial and in-service training should also provide teachers with the means of assessing the results of their teaching (one way of which would be observing pupils in out-of-school activities using the target language).

C. What help can be given internationally

Group 5 has agreed on the following recommendations:

1. The Council should make expertise available in cases where it may be needed, ie on the preparation of workshops (with regard to procedures, contents and methods);

2. The Council should intermediate with governments to make facilities for workshops available;

3. The Council should encourage various organisations to help finance workshops;

4. The Council should especially help "fringe countries" to finance travel expenses for workshops;

5. The Council should help to distribute relevant information on workshops such as methods tried out, their degree of success, resulting materials etc.

With reference to "in-service workshops for language teacher training"

A. General - Question 4

Recommendation: practising teachers should be part of workshops for language teacher trainers.

Order: b = 1

a : it seems difficult to identify future teacher trainers

d = 2

e/c = are prerequisites and included in (b) and (d).

GROUP 6

Chairwoman: Mrs Maria da Piedade MENDES
Rapporteur: Mr B C KING

In-service training workshops for language teacher trainers

Questions: change "problems" to "issues".

Workshops suggested

1. Clarify and exemplify "pupil autonomy".

2. Show and discuss examples of communicative approaches; and show and discuss sound evaluations which show that their product and process are better.

3. How to merge communicative/notional functional approaches with grammatical/structure approaches.

   ... plus their place and role of their mother tongue in communicative syllabuses/approaches.

4. Use of new technology vis-à-vis (say) pupil autonomy - implications, possibilities, techniques.

5. The special problems of less widely taught foreign languages, eg Greek, Portuguese.

6. Self-evaluation vis-à-vis public exams (Denmark, Malta, Norway, United Kingdom). Divergences and points of contact, which may be used and extended.

7. Teachers to make own materials while still retaining progression and a learner sense of progression.

8. Opening in classroom door:

   - co-operation with their teachers (eg teacher in charge multi-media/visual aids etc);

   - using their school environment.

9. Error analysis:

   a. definition of and stance towards error;

   b. role of error in communicative teaching/learning;

   c. relative acceptability of errors;

   d. treatment of exploitation of error.

   (This last - No. 9 - may be crucial in changing teacher attitudes to this project and hence fostering acceptance.)

REPORTS OF WORKING GROUPS III (b)

26 and 27 May 1983

GROUP 1

Chairwoman: Mrs V TOCATLIDOU

Rapporteur: Mr D COSTE

Workshops for language teacher trainers

A. General questions

Question 4

Broadly speaking, Group 1 considered that during the workshops' "running-in" period, (c) should have higher priority, but (d) (particular problems) was also important.

Question 5

At its meeting on 27 May, Group 1 added nothing in particular to the lists of subjects proposed by other groups (1).

It was merely felt that, once an inventory of possible themes had been examined in greater detail, some regroupings and classifications would be necessary. In all probability, the workshops might deal

either with questions regarding language learning

- in general;
- by a particular public;
- for a particular language;

or with questions regarding the training of trainers

- in general;
- for a particular public;
- for a particular language.

In both cases, emphasis might be placed partly on aspects affecting content and partly on aspects affecting processes, on the understanding that this distinction should not be carried too far.

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(1) But see the addendum under C below.

B. Specific questions

None of the group's members had any official mandate to prepare a draft text which could have been discussed in detail. The debate simply centred, still in general terms, on:

- what form could be taken, in a given country "x", by a workshop organised by the local authorities on an across-the-board theme, seeking help, inter alia and initially, from the joint services of the British Council, the Bureaux d'Action Linguistique and the Goethe Institut;
- the possibility of France's organising two workshops (one on French as a foreign language, the second on the (other) languages taught as foreign languages in France); both projects might, while under study, receive help on the one hand from CREDIF and on the other from an ad hoc committee on in-service training set up by the local education authority; they might attract additional subsidies, but would also be staffed and financed from sources already used to meet the requirements of such training;
- a possible action-research experiment to be carried out in Greece on the training of language teachers, jointly by the university and the secondary school authorities; a workshop could be organised on the basis of this experiment, provided the relevant international courses were held;
- the plan for two workshops proposed by Belgium (for the Dutch-speaking and Walloon areas respectively).

Questions 6 & 7

In the absence of any specific project, sufficiently advanced, there was no occasion to give precise replies to these questions. Nevertheless, the discussion, which sometimes had recourse to simulation, enabled the following conclusions to be drawn:

- a firm distinction must be made between workshops comprising staff and participants, and those where the prime object is an international pooling of experiences centred on a given theme, without any distinction being drawn between "super-trainers" and course members;
- in both cases preparation of the workshop presupposes the watchful presence of a small international organising committee consisting of representatives of the organising country and specialists and/or representatives of other countries interested in the subject of the workshop; the committee would have to work in close liaison with the Council of Europe when arranging each workshop, whose results and follow-up should be of potential interest to countries other than the organising country;

- procedures and division of responsibilities: it was agreed that it would generally be for the organising country to announce, through the Council of Europe, and perhaps other international information media, that it was planning to hold a workshop of such-and-such a type on a given subject, at such-and-such date and place, with so-and-so-many participants and under certain general operating conditions; if such initiatives are to evoke a broad response among the countries, organisations or individuals concerned, the announcement must be made well in advance of the actual date of the workshop - generally about a year;

- since the workshops are short-term operations (5-6 days, or even less) involving limited numbers (20-30 persons), and since their working procedures will require a great deal of action and interaction, details of supportive structures and programmes will also have to be prepared well ahead of the dates selected, and on an international basis.

C. Additional points discussed on 28 May

- Workshop themes

The group reverted to the list of themes proposed by other groups and suggested adding the following:

- initial and in-service training and communicative ability;
- learning and initiation into independent methods in classroom contexts;
- preparation of active models for the training of trainers at regional level;
- preparation of training models for the trainers of those teaching languages to adults;
- further self-training: available resources, possible strategies;
- evaluation of in-service training: problems and methods;
- multi-media dimensions of in-service training;
- utilisation of media resources or foreign languages spoken in the environment, where such exist.

- Financing

Proposals:

- operation of the Organising Committee during the preparatory phase: Council of Europe;
- reception in the host country: costs to be borne in principle by that country, but forms of bi- or multilateral co-operation may or should be utilised in more than one case;

- participants' travel expenses: countries of origin, Council of Europe bursaries, forms of bi- or multilateral co-operation;

- follow-up to workshop (dissemination of results, with translation in some cases where necessary): Council of Europe and, should the occasion arise, the host country (for its own needs and in its own language).

GROUP 2

Chairman: Mr R C WILLIAMS

Rapporteur: Mr S McDERMOTT

6. We were in general agreement with the proposals put forward by the Project Group at its first meeting in November 1982 on Recommendation 1.

In the planning and staffing of the workshops the member states should bear in mind the important part that could be played by the national teacher training and research centres as well as organisations like the Bureaux d'action linguistique, the Goethe Institut and the British Council ...

Answers to 7 (plus recommendations)

7. a. We recommend that the workshops be residential and last five days.

b. We recommend that the number of participants should not exceed 40.

c. We recommend that the participants be full-time teacher trainers as well as those directly involved in teacher training.

d. 1 and 2

We recommend that the staff should be composed of

i. specialists in the topic area of the workshop and have experience as animateurs themselves;

ii. people with experience as teachers of teacher trainers.

e. The enclosed document is a suggestion of one method of working (François Weiss).

f. The aims and objectives of the workshop should allow teacher trainers to acquire new knowledge and know-how (savoir, savoir-faire, savoir-être) which could afterwards disseminate to the teachers they work with.

g. We recommend that out of the workshops original teaching and learning materials be produced which could inspire the teachers in the creation of their own teaching/learning materials.

Bureau d'Action Linguistique
François WEISS

Approche communicative

Schéma méthodologique d'une unité d'apprentissage (1)

Objectif global: Acquisition d'une compétence de communication basée sur les besoins et les motivations de l'apprenant, pour lui permettre de résoudre les problèmes qu'il peut rencontrer dans différentes situations de communication

Démarche, phases et activités

1. Sensibilisation: présentation de la tâche et définition des objectifs.
2. Acquisition des moyens linguistiques et socio-linguistiques pour accomplir la tâche et atteindre les objectifs fixés.
   a. présentation, compréhension et fixation des éléments nouveaux (lexicaux, grammaticaux, sociaux);
   b. réflexion, analyse, conceptualisation: règles d'emploi et d'usage.
3. Production convergente: exercices d'application et d'exploitation guidés.
4. Production divergente: élargissement, personalisation, transfert à des situations nouvelles.
5. Résolution de problèmes nouveaux: présentation de situations et de problèmes auxquels les apprenants doivent apprendre à réagir de façon spontanée (activités communicatives, jeux, simulations, jeux de rôle).

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(1) Il s'agit d'une adaptation du schéma méthodologique pour unités capitalisables élaboré et testé dans un travail de recherche d'une thèse de 3e cycle en linguistique appliquée, publiée dans *Pour un nouvel enseignement des langues et une nouvelle formation des enseignants*, G Dalgalian, S Lieutaud, F Weiss, CLE International-Paris 1981.

GROUP 3

Chairman: Prof. R P GIRARD
Rapporteur: Mrs D GAILLARD

A. In-service workshops for language teacher trainers are considered by Group 3 as an additional chance of applying the principles highlighted by CCC Group No. 4. They would, however, exceed the limits of a particular sector - eg migrants, secondary education, or adults on language holidays abroad - already tried out in various parts of Europe, to cover simultaneously all the fields concerned in language teaching over a broad European network. This is a real challenge to the validity and applicability of the communicative approach, and it becomes all the stronger inasmuch as the workshop participants are primarily concerned with spreading the new orientation. At the same time it will be their duty to assimilate the information they receive as a coherent and well-ordered corpus, representing a fresh didactic attitude to modern languages, which they will necessarily transmit as such in their turn.

B. The group consequently considers that the main function of the workshops must be the in-service training of trainers in regard to the concepts and methods of the Council of Europe "Modern Languages" Project - though without wishing to exclude from the discussion exchanges of ideas and experiences separate from the communicative approach. Far from it, indeed; the workshops must provide the opportunity for exchanges in the broadest sense between practising language teachers, and should tackle not only the study of basic principles but also that of the particular problems facing such teachers, be they theoretical or practical. For since the workshops are a direct emanation of Council of Europe Project No. 12, it is only natural that they should deal with such questions as the marriage between grammar and the functional/notional concept, or the definition of a level next following the threshold level, or the pupil-teacher relationship under the new approach, not forgetting the part to be allotted to the teaching of literature and civilisation.

C. Preparation and running of the workshops: the most important aspects stressed by the group were as follows.

The lodging, staffing and recruiting aspects called for little comment; participants all seemed able to guarantee that their respective countries could offer proper reception arrangements for a week's visit by a group of 20-25 teachers, in conditions of comfort suitable to their status. No one, however, could say how many courses could be financed from 1984 onwards. The country presenting the most specific project is France, where various sources of finance are already available but will need to be supplemented.

The majority of the group felt that the workshops should be primarily designed for teacher trainees already working, except in the case of Greece where, since trainers of this type do not yet exist, the accent should be on future trainers. The recommended number of participants varies from 20-30, but they should not, in the group's view, be of more than six nationalities. If too many nations are represented there will inevitably be loss of time and frequent reversion to remarks on particular cases, obstacles encountered in this or that sector, may of course be interesting, but only if too much of the working time is not taken up by them; this can be ensured only by limiting the number of nationalities attending the workshop. It would, on the other hand, be highly rewarding if the nationality groupings departed somewhat from the traditional framework, eg by embracing representatives from northern and Mediterranean Europe respectively. The question of nationalities present is also partly linked with that of the target languages forming the subject of the workshop or used as vehicular languages at the meeting. Here the group adopted the considered opinion of one of its members, who, being used to this kind of work with two or three countries at once, recommended that there should be only one working language, in which all professional and social exchanges should take place.

Apart from these preliminary organisational aspects, Group 3 would like to stress what J Trim calls the type of workshop envisaged. We welcome at the outset the choice of the term "workshop", which in itself would seem to set the tone for embarking on a programme involving concrete, practical, active and co-operative effort. Everything in these workshops, in our view, should be concrete and founded on participation, both in preparing the programme and running the meetings, not forgetting their physical organisation: membership of groups, distribution of work, drafting of conclusions etc ... The prime example of what is meant by the communicative approach must be seen in the very manner of holding the course itself and attaining its aim. From its outset participants must feel themselves committed to a communicative dynamic, all the more so because they are themselves potential leaders of other workshops on the communicative approach. Here the group has tried to define the profile of the participants by insisting on three important aspects, namely:

1. knowledge of a minimum of theoretical concepts, linguistic, sociological and psychological, which underlie and foster the teaching of languages;

2. a mastery of language teaching, ie knowing what a classroom is, knowing how to teach;

3. the ability to speak knowledgeably about teaching/learning, ie a capacity for adopting an analytical approach to what goes on, or should go on, in class.

Insofar as the workshops bring several nationalities together, it would also be interesting if participants were acquainted with the educational systems of the other countries represented; they might, perhaps, be suitably briefed on this before the course begins. It is essential, too, that they should have adequate notice of the course and a minimum of information about its subject, so that they may prepare themselves and especially collect from their working environment all the material (ideas, practical achievements) needed for opening discussion as the course proceeds. Only if a teacher/trainer can almost immediately visualise the benefits of a novelty proposed to him will it be possible to shake a previously held conviction for the better, once the improvement has been demonstrated to him.

To conclude with a few suggestions intended to be, not complementary, but recapitulatory, the group stresses the importance of very careful preparation of the workshops by a committee composed of persons directly linked with the Council of Europe project, as well as others not so closely involved but well acquainted with the situation in the country where the workshop is to be held. The preparatory committee must also ensure a judicious mixture of the various information sources: university, administration, classrooms.

Training courses for modern language teachers, at least as regards teaching in schools, are not lacking; all have their virtues and vices, but there is every interest in recommending that as the promoter of workshops the Council of Europe should endeavour to do at least as well as other bodies and if possible better.

GROUP 4

Chairwoman: Prof. N GALLI
Rapporteur: Mr T K RASMUSSEN

It was decided to leave out question No. 6 because the group members felt that they were not in the position at this stage to commit their governments to host workshops. Therefore it was considered premature to go into such details.

In order to produce an answer to question No. 7, it was felt that point 7 (c) (what is the desirable profile of participants?) was the first thing to ask. The rest of the answers would follow from there. The profile of participants (ie trainees) was defined by a combination of the following characteristics (point 7 (d)):

a. they would have to belong to one (or more) of the three areas of interest (schools, adults, migrants);

b. they would belong to the following categories from the point of view of their profession:

  - teacher trainers already in service;
  - teachers that want to become teacher trainers;
  - multipliers;
  - pedagogical advisers (this was a label the group agreed upon in order to try and define figures concerned with the professional pedagogical advancement of teachers in the various countries). The group would like to point out that the category of administrators concerned with bureaucratic problems of language learning organisation should not be included in the kind of workshop envisaged by the Council of Europe, Project No. 12.

For the selection of the trainee for the workshops the following considerations ought to be borne in mind:

- the criteria for selection ought to be flexible and open;
- the trainees should have adequate qualifications and a certain amount of practical experience;
- they should have demonstrated that they have interest and commitment to language teaching;
- the workshops should be open to people working in the private as well as the public sector;

- careful consideration should be devoted to the criteria of clarification, whether it should be self-selection or not, if not, who would make it and how?

- the nationality of the trainees would obviously depend on the financing of the workshops. The group agreed that where possible it would be desirable for them to be of mixed nationality.

The director of studies should be a figure endowed with various and rare characteristics (point 7 (d) (1)) like skills of management, human qualities, as well as knowledge and experience of the language teaching profession. He should not have an academic attitude and all members enthusiastically and concisely agreed that both he and the teaching staff should first of all not be boring. Although the group took for granted that the teaching staff (point 7 (d) (2)) would come from abroad, it was felt that some of it ought to be from the country where the workshops are held, because they would best know the real specific problems.

The method of teaching (point 7 (e)) should be above all practical and task orientated. The trainees shall be the starting point of the teaching and an example of a clan that has to develop the abilities that constitute the object of the workshop itself.

As for the number of trainers (point 7 (b)) participating in the workshops, the members felt that they did not want to commit themselves because it very much depends on questions of finance and facilities available. It was felt, however, that for pedagogical reasons, it should not be too high.

The main aims and objectives (point 7 (f)) of the workshops would be a change of mentality on how the teachers' work should be done and a conviction in the language teachers that new approaches can be implemented.

Products (point 7 (g)) would include:

a. development of a body of experience in communicative approaches to teaching and teacher training;

b. production of resources in a range of media to support the communicative work of teacher training;

c. to contact and exchange ideas and experience;

d. impetus to form local teachers' clubs where to continue the discussions as a follow-up;

e. publication of the work produced in the workshops and some record of them to be circulated possibly through the Council of Europe.

As a final suggestion (under 7 (h)) the group would like to mention the importance of Council of Europe co-ordination as to the planning of the workshop, including the problem of number and the topics.

EDELHOFF's PAPER

On the whole the group can support teacher workshops organised at bi-national and international level for teachers and "change agents" in grass-roots movements in Europe and the group members found that the kind of support from the Council of Europe mentioned in the paper was recommendable. It was nevertheless felt that some states, for geographical reasons, could use the scheme only with some or great difficulty.

GROUP 5

Chairwoman: Dr. D HEINDLER
Rapporteur: Ms R PETRO

B. Specific

Discussion on Edelhoff's paper (cf p 137) with the following results:

- it was felt that there is enough expertise to organise bi-national courses in a number of countries. We feel that bi-nationality creates motivation to use the target language and think that bi-national workshops of teacher trainers are necessary in order to deal with specific questions such as mixed ability teaching in the language classroom;

- we agreed that it was necessary to distinguish between two types of workshops:

  b. bi-national workshops that are concerned with the implementation of the new approach;

  a. international workshops that deal with communicative teaching at research level;

- Group 5 is of the opinion that the participating countries should be carefully chosen with respect to their educational systems and needs.

B. Specific (cf Trim, p 102, questions 6, 7)

Offers of workshops:

Greece: the offer of a workshop has to be decided at an administrative level first.

Germany: (Rhineland-Palatinate)

- a workshop is envisaged, however further contacts with the Council are needed in order to clarify themes and finances; should it take place in 1984 negotiations will have to be finished by September 1983;

- probably an international workshop for one week;

- it must be understood that travel expenses and accommodation of participants coming from outside of Rhineland-Palatinate must be financed from other sources;

- Council of Europe lecturers would have to be financed by the Council.

Sweden: - to arrange a workshop on teacher training for teaching Swedish as a second language to migrants;

- this workshop will be arranged within the framework of the CDCC Project No. 12;

- participants from the CDCC member countries - both sender and receiver countries will be invited.

6. Finland will arrange one workshop for teacher trainers and in-service trainers. The Finnish Government offers a course centre and probably upkeep. Foreign participants are expected to get their travel expenses from some other source.

The workshop will be of type 4 (b), number of participants about 50, of which at least one-third Finns. The participants should be interested and if possible experienced in communicative language teaching. The method of working should include exposure to active learning experiences in addition to more traditional lectures and group work.

The contents will be negotiated with Finnish teacher trainers, to focus on their needs.

The aim is to give teacher trainers tools for preparing their students for communicative teaching in various types of language learning institutions.

General remarks

- Project No. 12 should have direct access to relevant institutions in the various countries in order to distribute the information.

- The Council should make it possible to send observers to such international/bi-national workshops. These should be people who actually plan workshops of that kind in their respective countries.

- Taking travel costs into account it seems important that seminars are planned for the length of about a week.

GROUP 6

Chairwoman: Mrs Maria da Piedade MENDES
Rapporteur: Ms Sophia MARMARIDOU

Within the framework of Project No. 12, our group first concentrated on issue 6 of John Trim's paper with respect to which nothing specific could be proposed in view of the fact that at this stage no official commitments could be made by delegates with respect to this issue. However they agreed to give consideration to the problem. Moreover, the Portuguese and Danish delegates said that their authorities are envisaging the possibility of organising such workshops in their countries in 1984 and 1985 respectively.

After having discussed all questions under 7 and bearing in mind that no specific proposals could be formulated at present, we ended up by working on a paradigm of a possible future international workshop including some specific issues, the consideration of which would eventually lead to the organisation of future international workshops.

The envisaged paradigm consists of three interrelated stages, those of preparation, implementation and evaluation, leading on to the organisation of subsequent workshops.

Under preparation the following tasks should be performed:

1. to state the general aims of the workshop;

2. to specify the duration and funding of the workshop;

3. to provide a profile of participants (both trainers of teachers and teachers themselves) and decide the number and nationality. It was suggested that the particular number of participants should bear some relation to the size of the country and the number of teacher trainers and multipliers available. But it was also felt that for a pilot workshop the number of 30-40 participants could be contemplated;

4. to specify the particular goals and objectives of the workshop;

5. to specify who will be responsible for the organisation of the workshop.

As for the implementation stage of the workshop, it was considered that one of its main characteristics should be the establishing of the principle of co-operation between the trainers and trainees as regards the decision-making on the themes for discussion and the production of teacher training materials. In particular it was emphasised in our group that the workshop envisaged primarily involves interactional processes affecting all participants. Interaction of various kinds among them should aim at the autonomy of all concerned.

Lastly, in the evaluation process, the effectiveness of the workshop should be assessed in terms of attainment of the desirable goals, this process in fact leading on to the preparation of subsequent types of workshops and exchange of information.

Finally, in our discussion we paid particular attention to points 7 (d) and 2 of John Trim's paper.

As regards point 7 (d) it was suggested as a matter of principle that the director of studies should not merely be a theoretician but should have had relevant and fairly recent experience both of teacher training and classroom teaching. This in fact emphasised the highly practical orientation of such workshops but of course not to the exclusion of theoretical considerations.

Additionally and relating to point 2 of John Trim's paper the Portuguese delegate reported that within the framework of the bursary scheme of the Council of Europe a course was organised in her country for teachers of Portuguese migrant children. With this encouraging illustration I would like to conclude this report.

GROUP 7

Chairman: Mr D LELLMANN

Rapporteur: Mr T FITZPATRICK

RECOMMENDATION OF WORKING GROUP 7 (ADULT EDUCATION AND MIGRANTS)

The working group had the task of discussing a course of action within the framework of adult education and the teaching of migrants. The group felt that although these two areas have much in common there are important aspects which are specific to the teaching of migrants which make it imperative to treat this field separately. For this reason, the group's recommendation is divided into two parts:

i. adult education sector;

ii. teaching of migrants.

i) Adult education sector

Bearing in mind that:

- the adult education sector is of crucial importance to the achievements of the CDCC's aim of enabling every European to communicate in at least one other language than his own so as to promote the free movement of people and ideas throughout Europe;

- in the adult sector there is a very great diversity in learner goals, teacher profiles and learning situations; the languages covered represent a wider variety than those covered in the school system and include the less commonly taught languages. The adult section is therefore complementary to the school sector;

- in Project No. 4 a clear framework and a set of tools for implementation have been produced and it is now important to enable the profession to commence this implementation, especially through the dissemination of these ideas and concepts to language teachers in the classroom;

- the magnitude and complexity of the task at hand and the great number of teachers involved and the autonomy of the institutions concerned render international co-operation in the language teaching field of crucial importance.

The group puts forward the following recommendations:

In the area of foreign language teaching to adults

WE RECOMMEND

1. that the proposed model of a basic system for the dissemination of the CDCC modern languages programme in adult education should be approved in principle;

2. the the group of specialists who are to work on the "common core" of a training programme should be established forthwith with CDCC financing;

3. that funds should be sought from international and national sources to finance pilot projects in a small number of languages designed to test the viability of the model as a whole with a view to its later application on a wider scale;

4. that financing should allow for a sustained effort over a number of years in order to ensure that the programme is implemented successfully.

ii) The teaching of migrants

Bearing in mind that

- many countries have great problems in providing adequate facilities to enable migrants to learn the language of the host country and retain their mother tongue;
- the teaching of the language of the host country to migrants to a large extent is carried out by teachers who have no specific training for this task;
- the facilities for migrants to learn the language of the host country and to maintain and develop their mother tongue show a great deal of variation in member countries both in the school sector and in the adult field;
- the CDCC Modern Languages Project has developed valuable tools for communicative language learning which have been applied to migrants' language learning in pilot projects in four countries.

In the area of foreign language teaching to migrants

WE RECOMMEND

1. that Project No. 12 should devote a considerable part of its resources to language learning and language teaching for migrants, in particular by providing for the dissemination of the concepts and ideas of the Modern Languages Project in the field of teacher training - both initial and in-service;

2. that international co-operation, including co-operation between the countries of origin and host countries should continue and be strengthened in this area;

3. that a model similar to the one proposed for the training of foreign language teachers in adult education should be developed, taking into account the different demands made on teachers of migrants;

4. that sufficient funds should be allocated to this sector to allow for sustained efforts so that the concepts and ideas of the CDCC Modern Languages Project can be adequately implemented in this area;

5. that provision should be made to ensure an adequate level of professional competence with appropriate recognition and status for teachers of the language of the host community and for the mother tongue of the migrants.

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Content of the proposed model for the dissemination of the CDCC Modern Languages Programme in Adult Education

In developing the model priority should be given to a common core of training modules which:

a. help to familiarise trainers and teachers with the concepts, methods and techniques which promote communicative language learning in a learner-centred way leading towards greater learner autonomy;

b. stress the small number of essential elements specific to the Modern Languages Project;

c. specify the essential competence required in teachers for successful implementation of the ideas of the Modern Languages Project;

d. reflect in the training of trainers and teachers the underlying principles of the project, in particular the implication of "learning by doing".

CONTENT

The training programme is foreseen as being modular in approach, the individual modules being such that they can be selected or combined according to the training context and the needs of the participants.

The common core of modules should cover aspects of the following basic principles and concepts of the CDCC Modern Languages Project.

1. Learner-centredness (an example of a module/workshop might be teaching and learning in mixed ability classes).

2. Learner autonomy (an example of a module/workshop might concern self-evaluation).

3. Communicative aims in language learning (an example of a module/workshop might concern the relative emphasis on accuracy and fluency when teaching for communication).

The proposed model consists of:

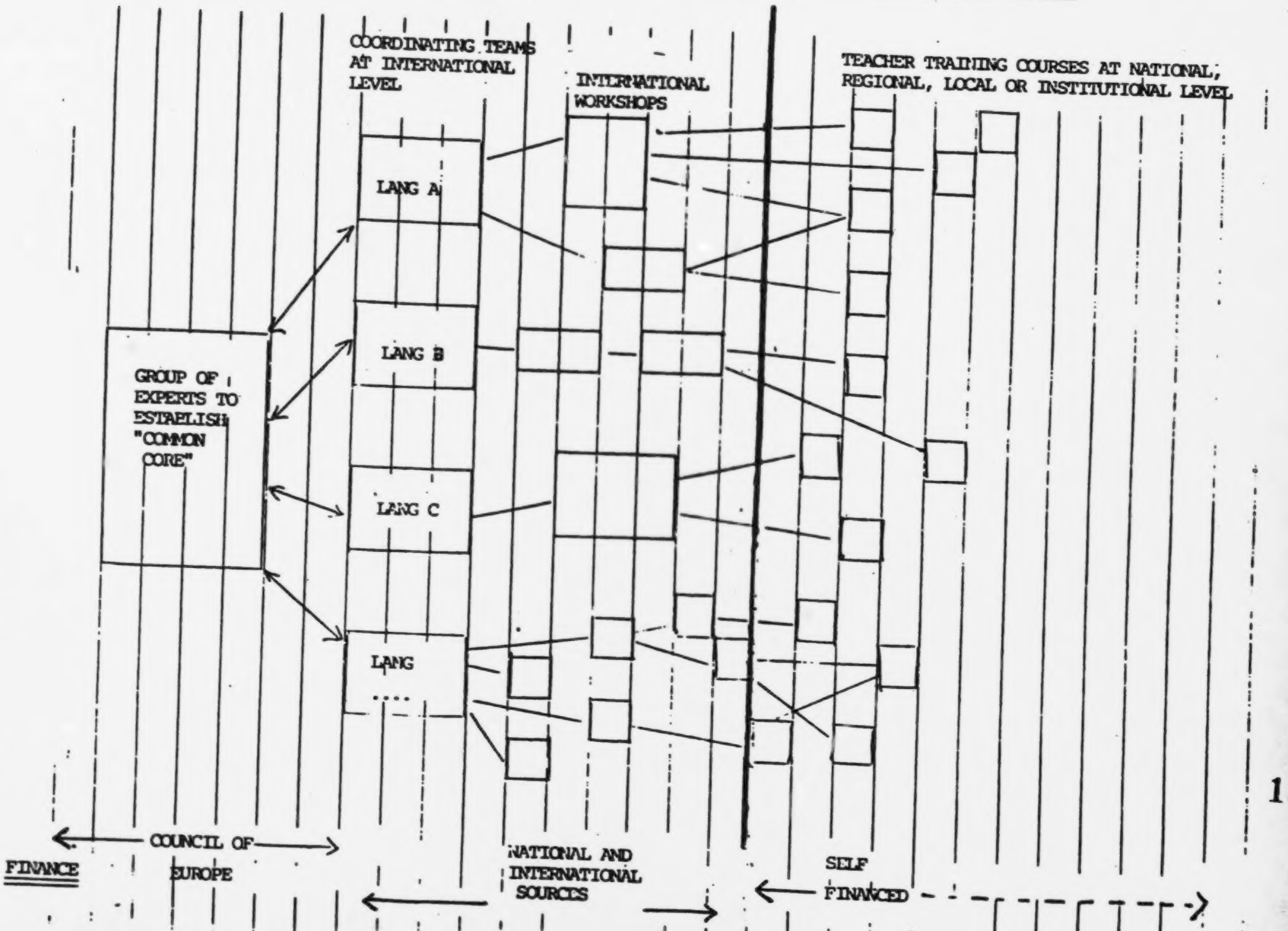
- a small working group of experts in teacher training set up by the Project Group whose task would be to make detailed proposals for the "common core" content of modular teachers training programmes for language teachers in the adult sector;

- co-ordinating teams, including where possible members of the group of experts whose task would be to prepare language specific workshops to be held in the target language (and preferably in a country where it is spoken) for teacher trainers;

- international workshops for teacher trainers led by members of the co-ordinating teams, which would modify and develop the training modules for implementation in training programmes at national, regional and local level.

NB: The following diagram, which is to be considered as chronological and not hierarchical, does not and cannot illustrate the dynamic model which is proposed. It is to be understood as multi-dimensional, allowing for feedback at all stages and over a number of years.

A BASIC SYSTEM FOR THE DISSEMINATION OF CDCC MODERN LANGUAGES PROGRAMME IN ADULT EDUCATION


COORDINATING TEAMS AT INTERNATIONAL LEVEL
INTERNATIONAL WORKSHOPS
TEACHER TRAINING COURSES AT NATIONAL, REGIONAL, LOCAL OR INSTITUTIONAL LEVEL
LANG A
LANG B
LANG C
LANG ....
GROUP OF EXPERTS TO ESTABLISH "COMMON CORE"
FINANCE
COUNCIL OF EUROPE
NATIONAL AND INTERNATIONAL SOURCES
SELF FINANCED

TEACHER WORKSHOPS ON THE COMMUNICATIVE TEACHING OF LANGUAGES ORGANISED AT BI-NATIONAL AND INTERNATIONAL LEVEL FOR TEACHERS AND "CHANGE AGENTS" IN GRASS-ROOTS MOVEMENTS IN EUROPE

Rapporteur: Mr C EDELHOFF

A special working group has examined the possibilities of promoting the organisation of workshops for teachers and teacher trainers on the basis of participation by a limited number of neighbouring countries.

The groups ask delegations in the symposium to include the following proposals into their recommendations: workshops should be organised using the initiative of associations, organisation, institutions and individuals at semi- or non-governmental level under the auspices of the Council of Europe.

TYPES OF WORKSHOPS

1. Bi-national or tri-national workshops for one target language. Workshop style (animation and information phase plenary; small mixed working groups with well prepared and defined tasks; team of animators, speakers and group tutors from both countries and the target language country).

   Organised by co-operating national institutions (associations etc) assisted by the state authorities and the respective cultural agencies or missions.

   Participants:

   Teachers from the respective countries; "change agents", free application (overall number 80-85).

   Vehicular language is the target language.

2. International workshops for one target language.

   The same style, but recruitment from a number of countries, preferably from a region with similar or comparable school and education structure.

3. Bi-national or international workshops for several target languages.

ORGANISATION

Duration

Several types could be distinguished. A particularly suitable type seems to be an intensive weekend workshop of ca 2 1/2 days (Friday afternoon - Sunday lunchtime). In cases where teachers and teacher trainers are in a position to attend for a longer period of time the duration of the workshop could very well be one to two weeks preferably with a follow-up in the form of some weekends.

Preparation

A pre-conference (working weekend) of the organising group of speakers and group tutors, in order to work out the programme, ie the overall topic, aims and objectives and group themes.

Publication of seminar plan with detailed description of objectives and working methods.

Evaluation

Video documentation of the conference plus accompanying book containing speeches, accounts of plenaries and results of group work to serve as input/reference material at local/regional and further international in-service workshops; all this to the extent to which this is possible.

Finance

Self-financed; refunds by some local authorities to individual participants; financial assistance by the organising associations; travel and speakers' costs by the cultural mission(s); grants by organisations and institutions (like the Council of Europe).

PREVIOUS EXPERIENCE

Six conferences of this type were held between 1980-83 (four Danish/German, two Dutch/German) and well documented (books and video documentation). Organised by GFE (Gesellschaft zur Förderung des Englischunterrichts an Gesamtschulen e.V.), a charity association of teachers, language pedagogues, linguists and administrators, and similar organisations in the respective co-operating countries (like SPROGSAM in Denmark), curriculum foundations (like SLO in the Netherlands), assisted by the cultural missions, state authorities and (for the Hamburg 1983 Conference) the Council of Europe.

They were highly active and participant-oriented. Workshops making sure that problem solving and social activities of the participants themselves were the main working methods, using visiting experts only for very specific purposes.

Using the target language as a general means of communication during the workshops is a most powerful motor for language and communication learning for teachers. It is more difficult, however, when there is more than one target language. The more multinational the workshops become, the more general the relation between day-to-day routine work of the teachers and the conference will be. Bi-national (neighbouring countries) approaches for one language are easier (and also cheaper).

If the workshops mentioned were successful both from the point of view of the organisers and, more important, from that of the participants, this is largely due to intensive preparation (personal contacts, pre-conference, network connections).

PLANS

Several workshops of the kind referred to above are envisaged continuing the Danish/German co-operation for English and the Dutch/German co-operation for English, French and German. It is also hoped to join together both streams of co-operation in an international seminar (Dutch/Danish/German). There are further plans to include colleagues from Ireland and the Nordic countries.

From the existing models it seems justifiable and feasible to develop more examples, such as:

- French/German workshops for French and/or English, German;
- Italian/Swiss/Austrian workshops for French and/or English, German, Italian;
- Italian/French for English and/or German, French, Italian;
- Portuguese/Spanish for French and/or English, German;
- Greek/Italian for English and/or French, German, Spanish, Italian;
- Swedish/Finnish for English and/or German, French, Swedish;
- Norwegian/Danish/Swedish/Icelandic for English and/or German, French, Spanish.

It is strongly felt - as was expressed at the last seminar in Hamburg in May 1983 - that the support of the Council of Europe is needed both morally and materially since pilot experimentation of the kind reported, after an initial phase which rests solely on the special motivation of a group of people, is in need of stabilisation and normalisation if it is to continue.

From the experience gained it seems indispensable for individuals and groups in existing institutions and organisations to take the initiative and bring together nuclei of workshop organisers from the countries involved and make use of the services of existing and relevant agencies, such as in-service institutes, cultural missions, teacher organisations etc. They should be aware of the Council of Europe framework and the possibilities it offers for providing ideational, professional, organisational and material assistance.

Notes

For documentation see:

1. Report of the first Dutch/German workshop for teachers of English, German and French as foreign languages, Vierhouten 1981, published by Stichting voor de Leerplanontwikkeling (SLO), Postbus 2041, NL - 7500 CA ENSCHEDE.

2. Report "The Communicative Teaching of Foreign Languages", second Dutch/German workshop for teachers of English, German and French as foreign languages, Kerkrade 1982, published by MAVO (LPC), Postbus 482, NL - 5201 AL S'Hertogenbosch.

3. C Edelhoff (ed): The communicative teaching of English, analysing and building discourse, applying communication principles to the English language classroom, report on two Danish/German teachers conferences at Skarrildhus 1981-82, published by GFE, c/o Gustav-Menzel-Str. 24, D - 3523 Grebenstein.

Abbreviations

GFE	(Gesellschaft zur Förderung des Englischunterrichts an Gesamtschulen, Gemeinnütziger Verein (Bundesarbeitsgemeinschaft Englisch an Gesamtschulen))
MAVO	(The Middle School Project of the Christelijk Pedagogisch Studie-centrum/Vereniging Samenwerkende Landelijke Pedagogische Centra (LPC))
SLO	(Middenschool/Stichting Leerplanontwikkeling OLM)
SPROGSAM	(The Association of Language Teachers in Denmark - English Committee)

C. CONCLUSIONS AND RECOMMENDATIONS

of the

Symposium on the Initial and In-service Training of Teachers of Modern Languages

CONCLUSIONS AND RECOMMENDATIONS

In adopting the following recommendations, the participants took account of the aims and expected results of the Symposium as defined by the Council for Cultural Co-operation (CDCC), basing themselves upon the findings of the CDCC Modern Languages Project No. 4 "Modern Languages: 1971-81", the conclusions and recommendations of the Conference "Across the threshold towards multilingual Europe - Vivre le multilinguisme européen" and the debate on modern languages held by the CDCC in Delphi, June 1982.

In particular their recommendations are designed to lead to the implementation of Recommendation R (82) 18 of the Committee of Ministers concerning modern languages. This Recommendation "recommends the governments of member states, in the framework of their national educational policies and systems, and national cultural development policies, to implement by all available means and within the limit of available resources" measures which included the following in the area specifically covered by the work of the Symposium:

"11. To promote the introduction and development of appropriate initial and further training programmes for teachers of languages to migrants, leading to recognised qualifications."

"13. To promote the development and introduction of methods for such initial and further training of teachers of modern languages as will enable them to develop the attitudes and acquire the knowledge, skills and techniques necessary to teach languages effectively for communicative purposes, for example by:

13.1 considering the extent to which the pattern of modern language studies in higher education provides an adequate preparation for future language teachers;

13.2 providing facilities through bilateral and multilateral agreements for all future teachers to spend a substantial period of their course of study in a country where the language they will teach is spoken as a mother tongue;

13.3 contributing to an intensified programme of in-service teacher training including internationally organised, staffed and recruited in-service courses for language teachers, and facilitating the participation of serving teachers in such courses;

13.4 promoting stays at regular intervals by serving teachers in the countries whose languages they teach."

Considering that the Recommendation of the Committee of Ministers and the aims of the CDCC in the area of modern language teaching can only be fully realised if all members of the foreign language teaching profession throughout Europe are willing and able to apply, in their own working situations, the principles and approach recommended in section A of the Appendix to Recommendation R (82) 18: and considering that in order for teachers to be able to do so a major effort of initial and in-service training is required at local, regional, national and international level, the participants:

I. Recommend that the Council of Europe should

A. invite member governments to

- intensify their national programmes of initial and in-service teacher training, ensuring that the effort is sustained over the period necessary to bring about change

- encourage and support the development of innovative teacher training programmes designed to increase the ability and willingness of teachers to teach languages for effective communication

- keep practising teachers informed of new developments within the CDCC modern languages programme

- publicise and make greater use of the Council of Europe Bursary Scheme especially for teachers of modern languages

- facilitate the participation of future and practising teachers in visits to and exchanges with teachers and students in other member countries, especially those where the language they teach is spoken

- develop bilateral and multilateral arrangements for:

  . post-to-post teacher exchanges, finding ways of overcoming the social, professional and personal problems raised by such exchanges

  . visits (unilateral, bilateral and multilateral) by teacher trainers to corresponding institutions in other member countries;

  . the exchange of teaching materials, including socio-cultural information and "authentic" documents

  . international pupil visits and exchanges, both within and outside the formal educational system

  . the promotion of less-widely-taught languages

  . the teaching of languages to migrant workers and their families

  . internationally staffed and recruited in-service courses for modern language teachers

- make provision to ensure an adequate level of professional competence, accompanied by appropriate recognition and status, for teachers of languages to adults, and also for teachers of the language of the host community to migrants, and for teachers of their mother tongues;

B. invite governmental and non-governmental organisations, cultural agencies, educational associations, teachers' associations and others, both national and international, to collaborate with each other and with the CDCC in developing teacher training programmes in accordance with the principles and approach recommended by the Committee of Ministers, and to inform their members of new developments in CDCC Project No. 12;

C. invite all authorities and institutions engaged in the initial and in-service training of teachers, within the framework of their national educational policies and systems, to consider their aims, curriculum, syllabuses, examinations, methods and materials, in the light of the attitudes, knowledge, skills and techniques needed by teachers in order to teach languages for communication in accordance with the needs, motivations, characteristics and resources of the learners;

D. act through CDCC Project No. 12 "Learning and Teaching Languages for Communication" to contribute to the support and co-ordination of international governmental and non-governmental co-operation in the area of teacher training by such measures as:

- specialised conferences on aspects of teacher training;
- a widely distributed newsletter giving teachers information on new developments, materials and techniques;
- the commissioning and publication of studies, course models and reports;
- internationally staffed and organised courses and workshops for teacher trainers, as recommended in R (82) 18 of the Committee of Ministers.

II. In order to implement paragraph 13.3 of Recommendation R (82) 18, recommend that the Council of Europe should

A. invite member governments to engage actively in the CDCC scheme of workshops for teacher trainers, either directly or by providing encouragement and support to the competent institutions in their countries by

- making available residential centres with appropriate facilities reserving a proportion of places for participants from other member countries (the remainder to be filled by teacher trainers in the host country) and meeting their accommodation costs
- nominating an organiser for each workshop to co-operate with CDCC Project Group No. 12 on content, organisation, staffing and recruitment of participants
- releasing teacher training staff from other duties to take part as participants or as animating staff in workshops in their own country or other member countries and otherwise facilitating their participation

- meeting the travel expenses of participants from their country selected to attend workshops in other member countries (1)

- *bearing in mind* the important part that would be played by the national teacher training and research centres as well as organisations such as the Bureau d'Action Linguistique, the Goethe Institut and the British Council.

B. act through CDCC Project No. 12 to

- establish a co-ordinating framework to ensure the coherence, balanced coverage and careful planning of the workshop series as a whole

- provide facilities for the advance planning of each workshop jointly with the nominated organiser

- meet the expenses of animating staff in workshops who come from other member countries

- commission reports, including appropriate products, from course organisers

- disseminate the results of workshops in an appropriate form for the benefit of other teacher trainers in member countries

- monitor and evaluate workshops for the guidance of future organisers

- monitor and evaluate the "multiplier effects" resulting from the holding of workshops

- promote the organisation of workshops for teachers and teacher trainers on the basis of participation by a limited number of neighbouring countries, as detailed in the report prepared by a special working group at the symposium

- consider carefully the report of Group 7 and the model and recommendations contained in it. Whilst many problems of teacher training are common to the three key areas (i.e. schools, adults, migrants), the participants consider that for the reasons set out in the report, the areas of adult and migrant education require special efforts.

C. it is recommended that in selecting the topics for workshops, those in the following list should be given special consideration, taking into account that it may be possible to combine more than one topic in a single workshop. The list is not considered complete, or to embody a developed taxonomy. No significance attaches to the order in which topics are listed.

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(1) While it is recognised that the exact organisational details will vary according to national and institutional conditions, the participants recommend that the above basic principles be adhered to so far as possible.

- mixed ability teaching
- the integration of functional/notional organisation and grammatical progression
- the relation of teachers and learners in language learning for communication
- the role of the cultural component (including the teaching of literature) within a communicative teaching programme
- language awareness, awareness of others, and self-awareness for teachers
- the relation of social skills to strictly linguistic skills in the development of communicative proficiency, with reference to the role of the mother tongue
- the role of universities in initial training
- ways of actively involving workshop participants
- needs analysis and curriculum development
- ways for teachers to enhance their own communicative proficiency
- development of "learner autonomy"
- the evaluation of different communicative methodologies
- the use of new technological devices in language teaching for communication
- the special problems of less widely taught languages
- the nature and use of different forms of evaluation and assessment (self-assessment, mutual assessment, teacher assessment, public examinations)
- progression in materials construction
- using the school and out-of-school environment
- techniques, use and problems of error analysis
- the concept of learner-centredness
- ways of working within multi-media systems
- communicative aims in modern language learning
- the learning and teaching of communicative skills
- co-operation between countries of origin and host countries in promoting language learning by migrants

- communicative methodology and techniques in the classroom
- the methodology of initial and in-service teacher training
- graded levels of achievement and their evaluation
- the exploitation of authentic written texts within a communicative approach
- the strategies of understanding and learning to understand
- self-management in further teacher training
- the use of media in further teacher training
- how to infuse a communicative approach into the common practice of teachers
- special demands made upon teachers of migrants, including such elements as the understanding of the socio-economic and cultural patterns of these target groups.

D. Concerning the methodology to be employed in the workshops, it is clear that the responsible organisers will choose that which they find the most suitable. The participants in this symposium recommend however that the approach employed should be closely linked to the teaching approach to be promoted in the classroom, basing itself on interaction and the personal involvement of every participant in all phases of work.

APPENDICES

APPENDIX A

SYMPOSIUM PROGRAMME

Monday 23 May 1983

14.00 - 16.00	Meeting of the preparatory group
16.00	Registration of participants at the European Cultural Centre of Delphi
17.00	PLENARY SESSION Opening of the symposium and welcoming address by Professor Georges TENEKIDES, Chairman of the Board of Governors of the European Cultural Centre, Delphi Address by Mr Paul SAKELLARIDIS, Chairman of the Research and Planning Centre of the Ministry of Education in Athens Address by Mr H JOCHER, Representative of the Council of Europe Presentation of the Council of Europe Project "Learning and teaching of modern languages for communication" and introduction to the tasks, working methods and expected results of the symposium by the General Rapporteur, Mr J L M TRIM, Director of the Centre for Information on Language Teaching and Research (CILT), United Kingdom
19.30	Buffet supper offered by the European Cultural Centre /Briefing meeting of the co-ordinating group (organisers, Chairman, General Rapporteur, representatives of the Council of Europe, members of the preparatory group together with chairmen and rapporteurs of the working groups)/

Tuesday 24 May 1983

9.00	PLENARY SESSION
9.15	a. "Language learning for communication: the needs and problems of learners" introduced by Professor J A van EK, University of Groningen, Netherlands
9.45	b. "Language learning for communication: the role, needs and problems of teachers" introduced by Mr C EDELHOFF, Director of Modern Languages at the Centre for the Further Training of Teachers of Hesse, Federal Republic of Germany
10.15	Formation of working groups (1)
10.30	Coffee break
11.00	WORKING GROUPS I Discuss (a) and (b) and report on national needs and problems
1.300	Lunch
15.00	WORKING GROUPS I (cont'd)
16.30	Coffee break
17.00 - 18.00	Optional presentations of audio-visual and/or other materials concerning the training of modern language teachers [Chairmen and rapporteurs meet to harmonise conclusions of Working Groups I]
18.00	PLENARY SESSION Oral presentation and discussion of conclusions of Working Groups I
19.30	Dinner
21.00	Optional presentations of materials

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(1) Six working groups were constituted, divided linguistically: English-speaking, French-speaking, English/French (without interpretation) groups and one group with simultaneous interpretation.

Wednesday 25 May 1983

PLENARY SESSION

9.00 Introduction to the themes

i. "Contents and methodology of language teacher training with specific reference to modern language learning by pupils during compulsory schooling" by Mr D GIRARD, General Inspector, Ministry of Education, France

9.30 ii. "Contents and methodology of modern language teacher training with specific reference to modern language learning by adults" by Mr R SCHÄRER, Director, Foundation for European Languages and Educational Centres, Switzerland

10.00 iii. "Contents and methodology of modern language teacher training with specific reference to language learning by migrants and their families" by Mr S SALIN, National Board of Education, Sweden

10.30 Coffee break

11.00 **WORKING GROUPS II**

Discuss (i), (ii) and (iii)

13.00 Lunch

[Between 14.00 and 15.00 chairmen and rapporteurs prepare draft conclusions of Working Groups II]

15.00 **WORKING GROUPS II** (cont'd)

Discuss draft conclusions

16.00 Coffee break

16.30 - 18.00 Optional presentations of audio-visual and/or other materials concerning the training of modern language teachers

[Between 16.00 and 17.00 chairmen and rapporteurs meet to harmonise conclusions of Working Groups II]

18.00 **PLENARY SESSION**

Oral presentation and discussion of conclusions of Working Groups II

19.30 Dinner

FREE EVENING

Thursday 26 May 1983

PLENARY SESSION

9.00 Introduction by the General Rapporteur to the discussion on the proposed series of international in-service training workshops for modern language teacher trainers

9.15 **WORKING GROUPS III**

Discuss (a) National problems and international co-operation

10.45 Coffee break

11.15 **WORKING GROUPS III** (cont'd)

Discuss (b) The role of the workshops, topics to be covered and guidelines and criteria for planning and organisation

13.00 Lunch

[Between 15.00 and 16.00 chairmen and rapporteurs meet to draft and harmonise conclusions of discussion on (a)]

15.45 Coffee break

16.00 **PLENARY SESSION**

Oral presentation and discussion of conclusions on (a)

17.00 **WORKING GROUPS III** (cont'd)

Continue to discuss (b), possibly reorganised according to areas of specialised interest

19.30 Dinner

21.00 Optional presentations of materials

[Chairmen and rapporteurs prepare draft conclusions of discussion on (b)]

Friday 27 May 1983

9.00	WORKING GROUPS III (cont'd) Discuss draft conclusions of discussion on (b)
10.30	Coffee break
11.00	Optional presentations of audio-visual and/or other materials concerning the training of modern language teachers [Chairmen and rapporteurs meet to harmonise conclusions of discussion on (b)]
12.00	PLENARY SESSION Presentation and discussion of conclusions on (b)
13.00	Lunch
15.00 onwards	[The co-ordinating group meets to prepare final recommendations] Free for other participants
17.00	Guided tour of the Delphi archaeological sites and museum
19.30	Dinner
21.00	Greek social evening offered by the European Culture Centre

Saturday 28 May 1983

9.00	PLENARY SESSION
	Summing up by the General Rapporteur
9.30	Presentation and discussion of recommendations
10.30	Coffee break
11.00	Adoption of recommendations
	Closing of the symposium
12.30	Press conference
13.00	Lunch
14.30	Departure of participants by coach for Athens

APPENDIX B/ANNEXE B

LIST OF PARTICIPANTS / LISTE DES PARTICIPANTS

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